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ABSTRACT

This description of the Motivational Procedures workshop deals with the problem of low motivational levels of students at all grade levels. The objectives of the workshop included creating awareness of the problem, testing motivation principles, determining through feedback the effectiveness of materials, and developing assessment instruments. The workshop activities were divided into two parts--large-group presentations based on specific objectives and small-group or individual activities concerning specific interests and problems. Included in this document are: (a) a description of the instructional materials used; (b) tables constructed from questionnaires describing characteristics of workshop participants and summarizing participants' reactions to the workshop; (c) a list of motivational projects submitted by participants; and (d) a followup study, based on a questionnaire, giving statistics on motivational procedures introduced by workshop participants in their classrooms, motivational materials being used by participants, and the problems encountered by participants in implementing motivational procedures. Outcomes of the workshop were relevant experiences for the participants and opportunities to examine the effectiveness of training modules and other related materials, to field test the model for Inservice Education of Teachers, and to develop a course on motivational procedures. Appendixes include letters, questionnaires, workshop agendas, session descriptions, and participant reactions. (JCW)

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# MOTIVATIONAL PROCEDURES WORKSHOP:

## Planning, Conduct, Evaluation and Follow-up

Madan Mohan

and

Ronald E. Hull

October, 1974

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FOREWORD

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The two-week Workshop on Motivational Procedures was offered at the State University College at Fredonia during the period of July 9 through July 20, 1973, through the co-operative efforts of the Teacher Education Research Center and the Department of Education. The workshop (Ed. 590) carried 3 hours of graduate credit.

Motivation was selected as an area for in-depth study because the findings of several formal and informal surveys, a review of research literature and the concern and interest of area teachers - all indicated the need for communicating substantive knowledge, procedures, and skills to classroom teachers. It is hoped that this publication will be useful to many teachers, teachers-in-training, and other personnel who professionally deal with children.

In preparing the manuscript, the authors received generous help from teachers, constructive advice from expert consultants, and made use of findings of many studies in the research literature. To all of them, we gladly express our gratitude.

We appreciate the encouragement and support of Dr. Sanford J. Zeman, Dean for Teacher Education, and Dr. Donald McFarland, Chairman of the Education Department, in planning and scheduling this workshop as a graduate credit course offering. Special thanks are due to the workshop personnel listed on page 8 who generously gave of their time to make presentations and assist in the conduct of the workshop.

It is hoped that this workshop will provide guidelines for future graduate and undergraduate credit workshops on motivational procedures.

Special thanks are due Marian Anderson, Chris Halas, and Gertrude Reep for their assistance in the preparation of workshop materials and this manuscript.

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Introduction

A low level of motivation is the number one learning problem for children in the classes of most teachers at all levels in our schools (Mohan, 1971). That the problem is widely spread is noted by many researchers. Klausmeier and his associates (1972), when working with schools in the early stages of the development of Individually Guided Motivation, found that low level of motivation:

> was a major concern of teachers. We observed that some children did not pay attention to the teacher or to learning activities. Some did not persist for even a few minutes after starting activities; they completed particularly no teacher made assignments. We observed misbehavior, including aggression against other children, destruction of school and personal property, the use of profane and vulgar language, and repeated disruption of class activities in a few of the more chaotic classrooms (p. 3).

Sarason and his associates (1970) asked teachers about the type of situation in which they would like to feel more expert. In response to this query, the survey showed that the need to maintain reasonable order in the classroom was the modal response. Most teachers wanted to know about ways to deal creatively and effectively with children who are disruptive or don't do the work or withdraw from the group. The need to help students has also been emphasized by Alschuler and his associates (1970).

The impact of lack of motivation on the part of pupils is not limited to school achievement. The low level of motivation has economic, social, and educational implications of great import. The rising number of people on welfare rolls, the increase in the number

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of juvenile delinquents, the large number of school children with functional illiteracy, and the vandalism in schools - all point to the need for focusing on the motivational problem. Not only would this serve important economic, social, and educational needs, it would also provide adjustments in substantive knowledge and procedures necessary for the development of a productive theory of motivation for learning.

Thus the findings of several of these formal and informal surveys and review of the research literature clearly established the need for providing a Workhop on Motivational Procedures. However, curricular decision based on evidence of the previous sources is inadequate inasmuch as it does not involve teachers in arriving at the decision (Mohan, 1973). It was felt that involvement of teachers was necessary in order to make the decision responsive to the needs of teachers.

Participation in the Workshop

A workshop is a meeting of experienced people who come together to work with one another on interests and problems with which they have been confronted and which they have found difficulty in solving alone. In accordance with our workshop model (Mohan and Hull, 1973), the first step consisted of obtaining evidence regarding the need for this workshop and of identifying potential participants from school districts who have made a commitment to study and use of motivational principles and procedures for motivating children for learning. For

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this purpose, a letter was sent to Chief School Officers of these school districts and they, in turn, communicated with their staffs regarding the Workshop on Motivational Procedures. Only those teachers (N=57) who expressed interest in motivational principles and procedures were selected.

The second step in the workshop model requires assessment of the participants' backgrounds, interests, concerns and attitudes toward motivation as a significant variable in school achievement. A questionnaire (Appendix A) along with two papers describing motivation concepts and competencies were mailed to each potential participant. Responses to items in the questionnaire were summarized to identify specific interest groups, and problem areas. Furthermore, reactions to the two papers were used to guide the selection of workshop objectives and activities.

Objectives of the Workshop

Several kinds of objectives were envisioned at the time the workshop was planned and it may be said that they have been achieved in some considerable measure. These objectives were:

A. Instructional

1. To create an awareness of the need for recomposing the motivation of children who have poor attitudes toward learning.
2. To up-date theoretical and substantive knowledge of various theories of motivation.

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3. To acquaint participants with materials for motivating children.
4. To acquaint participants with motivational principles and procedures that have been found to be effective in motivating children for learning.
5. To offer opportunities for the application of motivational principles and procedures with school children.

B. Research and Development

1. To determine, through feedback from the participants, the effectiveness of training modules and other related materials developed by the Teacher Education Research Center.
2. To determine, through feedback from the participants, the effectiveness of Individually Guided Motivation (IGM) materials developed by the Research and Development Center for Cognitive Learning, University of Wisconsin at Madison.
3. To field test the model for in-service education of teachers.
4. To develop an instrument for assessing the motivation level of children.
5. To refine the modules, materials and instruments used in the workshop so that they might be useful in other workshops.

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6. To develop a prospectus for a proposal for a graduate course in Motivational Procedures in the Education Department.
7. To follow-up the participants to study the impact of the workshop experiences on classroom practices.

C. Other

1. To offer opportunities for more faculty members to be involved in co-operatively planning and implementing a Motivational Procedures Workshop.

The above objectives were purposely stated in general terms in order to leave as much flexibility as possible for participants to pursue their unique interests. This flexible approach was considered necessary to insure that the group would proceed in solving problems. The workshop activities were divided into two parts: (1) large group presentations based on specific objectives which the presenters wished to fulfill. These presentations included planning of working sessions, sharing of experiences, and learning about new developments of interest to the entire group; and (2) small group or individual activities organized around specific interests and problems.

Planning Procedures

The workshop planning was begun as soon as assessment information from participants was received. The objectives finally identified were a result of a comparison between reality

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(interests, needs, sophistication, and commitment of participants) and a set of behaviors or standards that have been found to be effective in motivating children. This process of participants' involvement at the planning stage offers relevance in terms of objectives, materials and activities. Teachers who participate at the planning stage also become committed to the learning goals (Feldman, in press; Giacquinta, 1973).

The success of the workshop depends upon the contribution of both the workshop personnel and the participants. Both must work together toward the realization of the objectives of the workshop. Once the objectives had been specified, and participants identified, the next step was to select workshop personnel. The criteria for the selection of personnel, besides competence in the area, were the workshop personnel's: (1) skill in guiding the discussion toward the solution of the problem at hand, (2) ability to create conditions so that friendly and democratic relationships are established, (3) ability to provide such an atmosphere as will stimulate, encourage, and free others to make their fullest contributions, (4) sincere interest in the plans and objectives of the workshop, (5) sincere interest in what each person says, (6) skill in guiding the discussion so that there is a full, free interchange of opinion and thought, and (7) willingness to give time and talent for guiding one or more sessions of the workshop. In this way, 19 faculty members were identified.

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Selection of instructional materials specifically related to the motivational principles, procedures, and objectives of the workshop was the next step. The materials selected were those deemed by the staff to be relevant, worth learning, compatible, effective, and efficient. To satisfy these conditions, the material was structured as a sequence that provided for self-pacing. The selection included different kinds of materials such as books, pamphlets, films, transparencies, and research reports. The selection also included materials developed by area teachers who have been using one or more of the motivational procedures.

Many instructional materials have been developed to upgrade teacher competencies in motivational procedures and are widely disseminated by publishers, laboratories, and teacher education institutions. Among these are:

1. Individually Guided Motivation. These materials (books and sound color films) describe four procedures for aiding children who are low in motivation, achievement, or self-direction. These procedures are: (a) adult-child conferences to promote independent reading, (b) teacher-child goal-setting conferences related to subject matter learning, (c) guiding older students as tutors of younger students, and (d) small-group conferences to encourage self-directed prosocial behavior. The developers of these materials found that in controlled experiments in rural and urban schools,

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children who experienced these procedures increased their motivation and achieved as high or higher than the control group of children that did not receive motivational help (Klausmeier, 1972).

2. Achievement Competence Training. This is a learning package aimed at teaching students a strategy for setting and reaching their goals, building self-motivation and providing techniques for self-actualization. The package consists of 12 audio tapes, student journals keyed to the audio cassettes to provide the student exercises, supplementary directions, posttests to allow the student to evaluate his own progress, two games to give the student practice in goal-setting and to assess his own level of risk taking, four filmstrips to illustrate basic concepts, achievement worksheet pads to encourage students to use the strategy they are learning, achievement posters to be used by the class when together they strive for a group goal, teacher's manual containing notes and suggestions for each lesson, and package evaluation tests (Hill, 1973).

3. Reinforcing Productive Classroom Behavior. This pamphlet aims to communicate with elementary school teachers and others who interact professionally with children. It attempts to interpret ideas about behavior modification which are relevant to the classroom. This pamphlet is of practical value to classroom teachers (Sarason, et al., 1970).

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4. Contingency Contracting in the Classroom. In this book, Lloyd Homme and his associates (1972) present a contingency approach to the use of reinforcement principles to motivate better learning. The entire procedure is based on a deceptively simple principle: arrange the conditions so that the child gets to do something he wants to do following something the teacher wants him to do. It shifts the decisions for choice of activity and reinforcement to the individual child.

5. Theories of Motivation. This is perhaps one of the best books dealing with a comparative study of theories of motivation. The author surveys the complicated and confusing field of motivational theories over a period of 3-4 decades and offers deep insight into motivational psychology (Madsen, 1968).

6. Classroom and Instructional Management. The Training Package consists of three parts: a set of ten written training units with lessons, examples, illustrations, and behavioral exercises; eight filmstrip-cassette shows based on the content of the written materials, and a coordinator's manual for the trainer. The audiovisuals contain photographs and cartoons portraying classroom interaction, related audio sections that present the basic concepts and procedures, and a musical background (Buckholdt, 1973).

7. Motivation in Teaching and Learning. This publication by the Association of Classroom Teachers of the National Education Association provides teachers with concise, valid, and up-to-date

summaries of educational research findings and their implications for motivating children for learning. This publication attempts to serve two prime functions: to suggest principles and practical procedures that may be applied directly by the classroom teacher and to provide a springboard for further study and use of research findings (Hamachek, 1968).

8. Motivational Procedures in the Individualization of Instruction--developed by the Teacher Education Research Center, SUC, Fredonia, is a Training Package in two parts: a tape-slide presentation and a written booklet. It lists a set of specific behaviors that are indicative of motivation, procedures for the identification of students who are motivated and those who are unmotivated, procedure for the identification of reward preference of students, a list of motivational procedures that have been found to be effective, and suggestions for upgrading teaching skills in this area (Mohan, 1973).

9. Meeting the Needs of Children by Charles E. Merrill Publishing Company. This book focuses upon emotional needs of children. It suggests that there is a close relationship between certain kinds of child behavior and unmet emotional needs. Several practical ways of determining the unmet emotional needs and of doing things to meet the emotional needs are discussed (Raths, 1972).

10. Introduction to Individualized Instruction by Educational Technology. This training package consists of 10 filmstrip-cassette presentations and is designed to provide a basic understanding of individualized instruction (Bouchard, Hull, Mohan, and Bicknell, 1973).

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11. Films Used in the Workshop. The following films were used by the workshop staff to further illustrate their presentations:

a. The Crunch. This color/sound film is about 16 minutes long and compresses many of the experiences that teachers have lived through. The film is designed to stimulate discussion and role play of humiliation and anger. The film is available from Film Modules Distribution, 496 Deer Park Avenue, Babylon, New York 11702.

b. Black Is the Color. This color/sound film is about 17 minutes long and deals with the emotions of fear. It is part of a package of three films on stress training for teachers. The film is available from Film Modules Distribution, 496 Deer Park Avenue, Babylon, New York 11702.

c. Crossing the Line. This color/sound film is approximately 16 minutes long and is designed to generate discussion on feelings of compassion. Because it stimulates a strong emotional response, the film could be counter-productive if used with the wrong audience or in the wrong context. It is part of a package of three films on stress training for teachers. The film is available from Film Modules Distribution, 496 Deer Park Avenue, Babylon, New York 11702.

d. Why Man Creates. This color/sound presentation is about 25 minutes long and is a series of explorations, episodes and comments on creativity. Each portion of the film is introduced with a statement in a unique style and technique. The film is available from Pyramid Films, Box 1048, Santa Monica, California 90406.

e. Dance Squared. This color/sound film is approximately 4 minutes long and uses music, movement, and color to explore the symmetries of the square. The viewer readily understands and enjoys the intriguing encounter with geometrical shapes. The film is very effective as a warm-up activity. It is available from International Film Bureau, 332 South Michigan Avenue, Chicago, Illinois 60604.

f. Dot and the Line. This color/sound film is approximately 9 minutes long. It is an animation film about a dot and a line. It proceeds to explore two plane geometric relationships in a fascinating and delightful fashion that will make young and old alike more mathematically perceptive. The film is available from Films, Inc. 1144 Wilmette Street, Wilmette, Illinois 60091

g. Eye of the Beholder. This black/white film is approximately 25 minutes long and dramatizes twelve hours in the life of an artist. The problems of perception, projection, and self awareness in judging others are stressed. The film is available from Stuart Reynolds Productions, 9465 Wilshire Blvd., Beverly Hills, California 90212.

h. Time Piece. This color-sound film is about 10 minutes long and portrays the confusion, rush and noise of modern society. Modern man's helplessness in our complex world is suggested. The film is available from McGraw-Hill, 330 West 42nd Street, New York, New York 10036.

i. Chairy Tale. This black/white film is about 10 minutes long. It is a fairy tale of a youth and a common kitchen chair. The young man tries to sit, but the chair declines to be sat upon. The ensuing struggle, first for mastery and then for understanding, forms the story. The film is available from International Film Bureau, Toronto, Canada.

j. Need to Achieve. This black/white film is about 30 minutes long and demonstrates the psychological theory of Dr. McClelland. It emphasizes the importance of 'need to achieve' in the economic growth of nations. Various tests which seek to verify this theory are also demonstrated. The film is available from AV Center, Indiana University, Bloomington, Indiana 47401.

k. IGM: Goal Setting. This color/sound film is about 20 minutes long and suggests ways to increase the motivation of the student in a particular subject matter, to bring about higher achievement, and to increase the self-direction of the student by teaching him to set realistic goals. The film is available from The Wisconsin Research and Development Center for Cognitive Learning, Madison, Wisconsin 53700.

l. IGM: Independent Reading Conferences. This color/sound film is about 20 minutes long and suggests ways to motivate children to read for enjoyment and to learn independently through adult-child reading conferences. The conferences, it is suggested, should be conducted weekly for 10 to 15 minutes by a teacher, an instructional aide, a volunteer adult, or a high school student. The film is available from The Wisconsin Research and Development Center for Cognitive Learning, Madison, Wisconsin 53700

m. IGM: Guiding Older Children as Tutors. This color/sound film is about 20 minutes long and suggests ways to conduct tutoring sessions. In these sessions older children guide younger children's practice of skills or the r independent study activities. It is suggested that tutoring should be carried out as part of the young children's regular instructional program in a particular subject matter area. The film is available from The Wisconsin Research and Development Center for Cognitive Learning, Madison, Wisconsin 53700

n. IGM: Conferences to Encourage Self-Directed Pro-Social Behavior. This color/sound film is approximately 20 minutes long and suggests ways to develop in children self-directed prosocial behaviors by applying IGM principles of modeling, feedback, reinforcement, and goal-setting to student self-direction. Prosocial behavior is defined as behavior that is approved by large segments of our society and contributes to the individual's self-realization as well as to good citizenship. The film is available from The Wisconsin Research and Development Center for Cognitive Learning, Madison, Wisconsin 53700

12. Slide Presentations. The following tape-slide presentations were also used:

a. Motivational Procedures in the Individualization of Instruction. This tape-slide module lists specific behaviors that are indicative of motivation, suggests procedures for the identification of students who are motivated and those who are unmotivated, refers to a procedure for the identification of reward preference of students, and lists motivational procedures that have been found to be effective in motivating children. The module is approximately 20 minutes long and is available from Educational Technology, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632.

b. Peer Tutoring. This tape-slide module acquaints and stimulates interest among teachers and other personnel who deal with children in tutoring procedures. It provides information on how to organize peer tutoring, lists some of the educational benefits, and suggests steps that a teacher should take to insure effective tutorial interaction. The module is approximately 20 minutes long and is available from Educational Technology, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632.

c. Information System for Instructional Decision-Making. This tape-slide module describes procedures by which teachers can develop and use information about pupils to facilitate the individualization of their instruction. It aims to assist teachers in developing a degree of skill with the system through a series of sessions in which

they develop materials and use them. The module is about 20 minutes long and is available from Educational Technology, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632.

d. Stockton Elementary School's Family Grouping. This module deals with the inter-age grouping experiment conducted in one of the area schools. The experiment was so successful that the Board of Education of the school system voted to allow the family grouping to become a regular reorganization structure in the Stockton Elementary School. The module is not yet available for widespread use.

In short, every effort was made to create a setting in which participants were able to choose activities from among several alternatives. A daily account of the workshop activities is given in Appendix B. It may be noted in the Appendix that the activities provided models for new behaviors by showing films and video tapes of teachers who are actually applying motivational procedures; films, video tapes and visual examples; outside expert help to discuss ways of using methods; instruction in small steps; testimonials from teachers who have used motivational procedures successfully; and sound learning principles.

## Results

Table 1 describes the characteristics of participants involved in the workshop. This information was summarized from the Participant Biographical Questionnaire which was completed by every participant in the workshop.

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Table 1

Characteristics of Participants

| | N |
|---|---|
| A. Number of Teachers Participating | 57 |
| B. Years of Teaching Experience | |
| 0-3 | 23 |
| 4-6 | 16 |
| 7-10 | 5 |
| above 10 | 13 |
| C. Teaching Status | |
| Regularly Assigned | 54 |
| Substitutes | 3 |
| D. Grade Level Taught | |
| Pre-first | 4 |
| Grade 1 | 6 |
| Grade 2 | 6 |
| Grade 3 | 6 |
| Grade 4 | 3 |
| Grade 5 | 5 |
| Grade 6 | 6 |
| Grade 7 | 3 |
| Grade 8 | 3 |
| Grade 9 | 1 |
| High School | 11 |
| Special Education | 2 |
| Administration | 1 |
| E. Type of Classes Taught | |
| Self-contained | 36 |
| Departmental | 16 |
| Teaching Team | 2 |
| Speech Therapy | 1 |
| Reading Specialist | 1 |
| Administration | 1 |

It is noted that the teacher participation in the workshop was based upon the teachers' own perceptions of the value of the workshop for their own pupils. These perceptions create expectations among participants and profoundly affect their attitudes, since attitudes depend upon the extent to which experiences meet expectations. If experience falls short of expectations, unfavorable attitudes occur. When experience is better than expectations, favorable attitudes are the result.

Table 2 summarizes the general attitudinal responses of the participants to the total workshop experience. The participants indicated a very favorable attitude toward the workshop experiences. Although favorable attitudes do not automatically become converted into goal attainment, they have value since they are associated with high performance goals, high level of satisfaction, and with less absence. However, the conversion of favorable attitudes into attainment of goals depends upon how well the workshop staff performed their tasks. The tenor of the participants' comments below indicates a high level of satisfaction with the workshop program. These highly favorable attitudes indicate that not only the content and character of the workshop experiences were relevant, but also the direction and rate of change of these experiences were in line with the participants' expectations.

Table 2

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Summary of Participants' Reaction to Workshop Experience

| Item | Highly Satisfied | Satisfied | Not Satisfied |
|---|---|---|---|
| 1. The extent to which the workshop staff knew their subject matter. | 49 | 7 | 1 |
| 2. The workshop staff's enthusiasm for their presentations and material. | 41 | 15 | 1 |
| 3. The workshop staff's skill at communicating important information in their presentations. | 34 | 22 | 1 |
| 4. The workshop staff's use of creative techniques of teaching. | 27 | 26 | 4 |
| 5. The workshop staff's sense of humor and rapport with participants. | 56 | 0 | 1 |
| 6. Did the workshop staff demonstrate fairness, open-mindedness, a constructive and progressive attitude towards other people and issues? | 51 | 3 | 3 |
| 7. The workshop staff's ability to answer questions comprehensively and clearly. | 32 | 25 | 0 |
| 8. The extent to which the workshop staff stimulated you, aroused your curiosity, your motivation for use of motivational principles and procedures. | 38 | 19 | 0 |
| 9. The workshop staff's ability to stay within time limits. | 30 | 26 | 1 |
| 10. The workshop staff's attitude and "public relations" skill. | 47 | 6 | 4 |
| 11. The quality of instructional facilities. | 34 | 19 | 0 |

| Item | Highly Satisfied | Satisfied | Not Satisfied |
|---|---|---|---|
| 12. The extent to which the stated purposes of the workshop were accomplished. | 38 | 15 | 4 |
| 13. Agreement between expressed goals and objectives and what actually happened at the workshop. | 37 | 15 | 5 |
| 14. The relevance, usefulness, or applicability of the workshop for your purposes. | 34 | 18 | 5 |
| 15. The contribution of the workshop to your professional growth. | 35 | 22 | 0 |
| 16. The contribution of the workshop to your affective growth. | 34 | 19 | 4 |
| 17. The adequacy of film presentations and other audio visual facilities. | 37 | 18 | 2 |

As attitude questionnaires are subject to distortion, especially where the participant hopes to gain by being less than frank, an attempt was made to get more valid information about participants' attitudes toward workshop activities by asking participants to write letters describing their reactions to the workshop after they received their grades. It was hoped that such data would reflect true beliefs of participants. In all, 35 letters were received. These letters were equally positive. Comments from these letters are excerpted below:

- I liked the humanness of the leaders of the workshop, and I learned the importance of atmosphere to learning.
- I appreciated the variety in the small group instruction.
- I feel this workshop has been the best experience in education I have experienced.
- I was impressed by the Wisconsin Plan.
- The format of the workshop has been very satisfying to me.
- The most valuable in-service program I have encountered in a long time.
- The workshop has changed my thinking and given me a new awareness of motivational procedures.
- I hope you will continue to offer such workshops.
- I am hopeful that I will be able to initiate and extend some of the theories of the workshop into my classroom this year.
- I feel that this was, by far, the best workshop that I have ever attended.

- I feel that your motivational procedure workshop was a great success--enjoyable and beneficial to all participants.

- The workshop itself served as a model classroom situation.

- It was a most excellent workshop.

- I was impressed by the cooperation of so many professors and their obvious enjoyment of the work, the amount of planning that was done and the way the plans were followed.

- I got more good out of the class than from all other graduate courses I have taken put together.

- Keep offering these workshops; I am sure the increased enrollment speaks well for the success of them.

- The workshop was informative as well as a stimulating experience.

- The workshop was very well planned. The different means of motivation were not only examined, but were demonstrated.

- I do most certainly think you should offer it once again.

- I consider the experience most rewarding for me and this same aspect is further expanded by my desire to have you conduct a similar workshop for my school teachers this coming fall.

- Each day of the workshop was full, friendly and rewarding.

- Couldn't we please have more of the same.

- I enjoyed the format of the workshop and the choice of varying interest activities allowed me to usually find relevancy.

- I found this workshop very interesting and stimulating.

- Your selection of speakers provided a good variety and almost all were very interesting.

It may be noted that the above comments indicate that the participants' reactions contained in Table 2 were not distorted.

Projects

Another important indicator of the effectiveness of the workshop, and one that refers specifically to objectives 3, 4, and 5 above, is the quantity and quality of the projects produced by workshop participants. All participants were asked to develop a project that could be used to motivate students in their classrooms. The following list indicates the participants and the titles of the projects they developed:

| Name | Project Title |
|---|---|
| Pat Ackley | Teaching a Composite Course |
| Walter Ackley | Goal Checklist for Faulty Reading Habits |
| Geraldine Begier | Goal-Setting Checklist for Syllabication |
| Andrew Calcaterra | The Game of Life |
| Sister Callaghan | An Individually Guided Learning Procedure for Euclidean Geometry |
| Carl Calimeri | Some Ways to Shape the Behavior of Children |
| Helen Cronk | Revision of Spelling Program |
| Ruth Davis | Revision of Spelling Program |
| Eleanor Fitzpatrick | Goal Readiness |

| Name | Project Title |
|---|---|
| Nicholas Fortuna | Course Description and Goals for Middle School Children in Language Arts |
| Catherine Frank | Selected Goal Checklists and Activities |
| Patricia Fries | Motivating Class Discussion |
| Beverly Giltinan | School-wide Objectives for Self-directed Prosocial Behaviors |
| Carolyn Greenough | Selected Goal Checklists and Activities |
| Eleanor Grennell | Application of Individually Guided Motivational Principles to a Unit of Instruction for 7th Grade |
| Judy Gugino | Goal Checklists for the Study of Europe |
| Marlene Hall | Sequential Goal Setting Checklist for Fractions |
| Karen Harp | Selected Goal Checklists for Oral Reading |
| Frances Howard | School-wide Objectives for Self-directed Prosocial Behaviors |
| Marie Hyland | Selected Goal Checklists for Oral Reading |
| Donald Jankowski | Goal-setting Checklist for Syllabication |
| Magdalyn King | Task Cards for Individual Study in the Areas of Business |
| Barbara Kling | Guaranteed to Sell |
| Kathleen Kolo | Motivate the "non-regents" group |
| Sebastian LaSpada | Motivating Children to Read |
| Raymond Leahy | Evaluation of Workshop on Motivational Procedures |
| Barbara Lodico | Selected Goal Checklists and Activities |
| Marcia Lomysh | Selected Goal Checklists for Oral Reading |
| Gypsy Luzier | Project Using Goal Setting |
| Joyce Markham | Contract - Myths and Folklore Unit |

| Name | Project Title |
|---|---|
| Patricia McClatchey | Sequential Goal Setting Checklist for Fractions |
| Donna Miller | Sequential Goal Setting Checklist for Fractions |
| Ellen Munella | Peer Tutoring Between 2nd and 6th Graders in Math |
| Fred Musolff | Project on Reading a Road Map |
| Cynthia Nelson | Project on Reading a Road Map |
| Emily Newell | Goal Checklists |
| Thomas Nowak | An Interdisciplinary Approach as a Means of Motivation |
| Mary Ostrander | Revision of Spelling Program |
| Audrey Parker | Goal Setting in Math for the Kindergarten |
| Sally Patterson | Sequential Goal Setting Checklist for Fractions |
| Emery Paul, Jr. | Sequential Goal Setting Checklist for Fractions |
| Robert Pecuch | Sequential Goal Setting Checklist for Fractions |
| Barbara Peters | Power - Peer Relationships |
| Linda Rak | Goal Readiness |
| Penny Schabel | Sequential Goal Setting Checklist for Fractions |
| Alice Schulenberg | Goal Setting: The Basis for Individualized Conferences |
| Sandra Schulz | School-wide Objectives for Self-directed Prosocial Behaviors |
| Anthony Sedota | Goal Setting Checklists for Speech Therapy |

| Name | Project Title |
|---|---|
| Carol Stanton | School-wide Objectives for Self-directed Prosocial Behaviors |
| Janet Stowell | Goal-setting Checklists Wisconsin Design for Reading Skill Development |
| Susan Swanson | Peer-tutoring - High School French |
| William Thompson | Motivation and Learning |
| Margaret Very | Home Economics 12 |
| Kathy Walker | Thirsty |
| Martha Waterman | Sequential Goal Setting Checklist for Fractions |
| Mary Wick | Selected Goal Checklists and Activities |
| Sue Young | Guaranteed to Sell |

There was consensus among the workshop staff (each of whom was responsible for working with a number of individuals and/or small groups) that the quality of projects submitted was high. In no case was a project submitted that could not be used to help motivate students. Also, the projects were shared by the workshop participants on a common interest basis. For example, primary teachers shared projects, high school English teachers shared projects, and the like. In developing their projects, participants exhibited a very high level of enthusiasm and motivation. Many workshop staff members considered these participants' behaviors as another indication of the effectiveness of the workshop experiences.

Follow-up[1]

Educators and educational researchers have been criticized for producing little evidence of significant impact in classrooms. It is pointed out that the products of laboratories and research centers have produced far too many ineffective products; that the language used can't be understood by teachers; and that teachers are rarely involved in the development of instructional materials. In view of these criticisms, and in order to determine whether the techniques suggested in the workshop were actually adopted, a follow-up study was conducted. All the 57 participants were contacted and asked to respond to a Follow-up Questionnaire. Of these, 43 responded. Perhaps the ideal follow-up study should have examined logs of class activities of pupils rather than the teachers. Such a technique would have shown which of the motivational procedures suggested in the workshop were being used by the teachers and which parts of the workshop were considered mere "educationese" by the participants. However, owing to limited time and resources, the data reflect what the participants say they are doing with the motivational principles, techniques, materials, and projects they developed in the workshop.

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[1]Special thanks are due our colleagues, Dr. Daniel Bauman, Mr. Gerald Holmes, Mrs. Lois Jones, Mrs. Helen McKee, and Dr. Kenneth Nelson, for visiting participants in their schools and interviewing them for the follow-up study.

All of the 43 respondents claimed that they were using, to some extent, motivational procedures covered in the workshop. The frequency of use of various motivational procedures is indicated in Table 3.

Table 3

Motivational Procedures Initiated by Workshop Participants in Their Classrooms

| Motivational Procedure | Number of Participants |
|---|---|
| Goal-setting conferences | 25 |
| Peer tutoring | 20 |
| Games | 9 |
| Small-group conferences and activities | 7 |
| Use of feedback and reinforcement | 7 |
| Prosocial conferences | 5 |
| Individual conferences | 5 |
| Use of students' ideas | 5 |
| Use of models to motivate | 3 |
| Use of rewards | 3 |
| Use of variety of materials | 3 |
| Performance contracts | 3 |
| Setting up interest centers | 2 |
| Less teacher talk | 2 |
| Discovery method | 2 |
| Independent study | 1 |
| Behavior modification | 1 |
| Reading center | 1 |
| Team learning | 1 |
| Parents' involvement | 1 |

It is noted that the motivational procedures that were being used most frequently were Goal Setting and Peer Tutoring. Motivational games such as mathematics games and various other games that stimulate thinking were being used extensively by workshop participants. Many teachers indicated that they were using motivational

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principles stressed in the workshop; namely, focusing attention, setting of goals, modeling, reasoning, prompt feedback, and reinforcement. The use of motivational principles was mentioned by more than 93% of the respondents.

The participants in the follow-up study were using a wide array of motivational materials. Table 4 summarizes materials being used by the participants.

Table 4

Motivational Materials Being Used By
Workshop Participants in Their Classrooms

| Motivational Materials | Number of Participants |
|---|---|
| Games | 28 |
| Manipulative materials | 11 |
| Goal checklists and cards | 9 |
| Movies, TV series and tapes | 7 |
| High interest reading materials | 3 |
| Puppets | 2 |
| Transparencies | 2 |
| Display students' creative work | 2 |
| Bulletin Board | 2 |
| Inquiry materials | 2 |
| Book awards | 1 |

Most frequently mentioned motivational materials were math games, goal setting checklists, models and manipulatives. Some teachers indicated that materials offered in the workshop were useful in supplementing and systematizing ideas and materials they had used before the workshop experience.

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The implementation of new skills and the improvement of old skills requires the presence of a set of preconditions. Problems and conflicts are bound to occur. Problems encountered in implementing motivational procedures were relatively few. The frequency of problems encountered by teachers as they attempted to implement instructional procedures is indicated in Table 5.

Table 5

Problems Encountered by Participants in Implementing Motivational Procedures

| Problem | Number of Participants |
|---|---|
| Lack of time | 20 |
| Need an aide | 9 |
| Need materials for low-motivated children | 9 |
| Loss of class control | 7 |
| Unrealistic goals | 3 |
| Lack of cooperation from colleagues | 2 |
| Negative community attitude | 1 |

These problems are considered important inasmuch as they seem to "crop up" frequently whenever innovative instructional procedures are introduced into a school, whether they are motivational procedures or other instructional devices. Problems related to time were mentioned by 20 respondents. The need for more adults in the classroom was mentioned by 9 respondents. Nonavailability of

appropriate materials and loss of class control were mentioned by 9 and 7 participants respectively.

Another indicator of the positive attitudes of the workshop participants was their willingness and enthusiasm in interesting other individuals and/or school systems to use ideas presented in the workshop. Twenty-three of the 43 respondents (53%) stated that they were able to interest their colleagues and others in implementing the motivational procedures offered in the workshop. Subsequent to the 1973 Summer Workshop, the workshop staff has been requested by more than ten area schools to offer similar experiences to their teachers. This has resulted in more than 150 area teachers having the workshop experience during the 1973-74 school year. And, interest is still growing in the Western New York area.

In response to the question, "What experiences would help you further prepare yourself to motivate children for learning"? 16 indicated that they would like to have additional training in motivational procedures; 11 needed help to develop more motivational materials; 8 indicated that they would like to attend a workshop on creative teaching; and 4 felt that they would benefit from observation of other teachers using motivational procedures.

As educational task can be described by the equation I (P) = O where I equals input (students, teachers, and materials), P equals process, and O equals outputs or benefits, it is very important to recognize that the implementation of a program will

change these three elements. When asked about the conditions that would further facilitate their efforts to motivate students, 23 respondents indicated that more time was needed to plan and implement the motivational program; 14 needed more materials and equipment; and 13 thought they needed more adult help in their classrooms.

The participants felt that goal setting was the basic and most effective motivational procedure. This was expected because goal setting is basic to the four main motivational procedures stressed in the workshop, namely, goal setting conferences, individual reading conferences, peer tutoring, and prosocial behavior conferences. Goal setting was also mentioned most frequently by teachers as the procedure they plan to use with their children in their classrooms.

Discussion

Ample evidence has been provided to justify the usefulness of this workshop. A large number of activities, projects, and workshops has grown out of the workshop experience. Further, this experience has provided increased sensitivity and specificity to our workshop model (Mohan and Hull, 1973).

In terms of our objectives, a pervasive awareness of the need for recomposing the motivation of children has been generated; substantive knowledge of motivational principles and techniques has been disseminated; and workshop participants have demonstrated cogently that they are using to varying degrees the motivational procedures shared in the workshop.

We find, however, that the examples that comprise many of our presentations are somewhat more acceptable to elementary teachers than to secondary teachers; that all presentations must be specific and activity-oriented rather than theoretical and implicit; and that a certain amount of control of the workshop presentations, materials, and personnel is necessary to fulfill our objectives. It has become increasingly evident that teachers need external motivation in terms of course credit, release time or financial support, as well as the more intrinsic motivators, such as, desire to better meet the needs of their students. These lessons that we have learned will indeed help to insure our continued vigilance in maintaining control of the workshop experiences.

Although more attention has been paid the unique needs of secondary teachers than in earlier workshops, there is still a need for more concrete examples of motivational procedures and materials for use with secondary pupils.

On the whole, the assessment of teacher needs, identification of teacher concerns, the active involvement and participation of teachers with school administration's support for their teachers helped us in providing relevant experiences to the participants and, due to the above four factors, we feel we succeeded in gaining acceptance of our ideas which were perceived useful and compatible by the participants.

Other Outcomes

Besides providing relevant experiences for the participants, the workshop provided opportunities:

(1) to examine the effectiveness of training modules and other related materials developed by the Teacher Education Research Center. It was abundantly clear from the participants' reactions that the modules and materials were highly useful for the elementary teachers (Appendices D and E). The reactions of the secondary teachers were not very favorable. Almost 77% of the participants reacted favorably toward the book, Individually Guided Motivation. Of its five chapters, the chapters on Goal-Setting Conferences and Guiding Children as Tutors were rated as most useful and practical. Time was considered to be the most frequently mentioned problem in setting up conferences to motivate children to read independently. High-school teachers were rather negative toward the whole set of IGM materials (Appendix F),

(2) to field-test the Model for Inservice Education of Teachers. The emphasis in this workshop had shifted from development to refinement and use of the model. Many questions concerning the model, including its applicability, completeness and relevance were asked. The results indicate that we have in the model a distinctive and effective inservice program. Some suggestions made by the participants in implementing the model are: more small groups, free blocks of time, provide rap sessions where participants

can share their most effective teaching techniques, more secondary-school instructions, and more activities geared to specific grade levels,

(3) to develop a course on Motivational Procedures. Interest and enrollment in experimental workshops on Motivational Procedures prompted members of the Teacher Education Division to develop a course proposal describing the course objectives, description, justification, and a detailed description of each session. It is given in Appendix C.

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# APPENDIX A

Dear Participant:

We are glad to know that you are planning to participate in the Ed. 590 workshop on Motivational Procedures to be offered by the State University College at Fredonia from July 9 to July 20, 1973. The workshop carries 3 hours of graduate credit and workshop hours will be from 9:00 a.m. to 3:00 p.m.

The purpose of this workshop is to create an awareness of the need for recomposing the motivation of children who have poor attitudes toward learning, up-date theoretical and substantive knowledge of various theories of motivation, acquaint participants with materials, methodologies, principles and procedures for motivating children, and offer opportunities for the application of motivational procedures with school pupils.

In order to effectively plan the activities for the workshop, it is important that we know each participant's background, experience, interests, attitudes, and perceptions of problems immediately related to each participant's professional role. The questionnaire which is attached with this letter attempts to accomplish just that.

On the basis of information received through questionnaires, we will be able to form small groups indicative of participants' fields of interest and levels of readiness. These small interest groups will meet every afternoon throughout the session and will accomplish the following: (1) participate in an in-depth study of their areas of interest, (2) develop affective measuring instruments, (3) adapt a motivational procedure to their own situation, and (4) practice a motivational procedure with school pupils. We plan to reserve the morning sessions for large group presentations, discussions, simulations and games. Of course, we may change this format after interaction with you on the first day, or as a result of feedback later.

We are glad to inform you that we are trying to get all the participants registered by mail. You will be sent necessary forms for registration by mail. Many of our colleagues have agreed to be resource persons for the participants during the afternoon sessions. We are also trying to get outside consultative help, if possible. You will be informed of their names and areas of specialization on the first day.

Besides the questionnaire, we are sending two papers, Topics to be Covered and List of Competencies, to which we want your reactions. Your reactions should cover the relevance of these concepts and competencies for the realities of the classroom and whether you recommend their inclusion for the workshop activities.

In the next letter, we will send two papers for you to read and suggest a list of books for background reading.

Sincerely,

Madan Mohan

Ronald E. Hull

PARTICIPANT BIOGRAPHICAL QUESTIONNAIRE

A. Personal

1. Name _____
   Last First Initial
2. School Address _____
3. Home Address _____

B. Professional

4. What is the highest earned college degree you hold? _____

5. What was your major field of study in undergraduate school? If you had two majors, write both. _____

6. What is the name/location of the institution where you took most of your highest degree? _____

7. How many credits of college work have you had beyond your highest degree? _____

8. By the end of this school year, what is the total number of years of full-time teaching experience you have had? _____

9. Have you ever attended any summer institutes sponsored by any federal/state agency? Yes ___ No ___

10. Have you ever attended any summer institutes or comparable training programs that offer special training in Motivational Procedures? Yes ___ No ___

11. Suppose you could go back in time and start college again, in view of your present knowledge, would you enter the teaching profession? Yes ___ No ___

12. What type of class do you most like to teach: (a) gifted, (b) average, (c) below average, (d) mixed group, (e) no preferences.

13. What do you think to be the problems that reduce the effectiveness of the school? _____
_____

14. What do you feel to be your most important need(s) in carrying out your educational responsibilities? _____

15. What are some of the tasks you would like us to cover during the workshop on Motivational Procedures?

_____

_____

_____

_____

_____

_____

16. What is the grade/level you teach? _____

17. What is the content area you teach? _____

18. How do you describe your present position: (a) teaching, (b) administration, (c) other (specify) _____

19. Your suggestions for the workshop.

_____

_____

_____

_____

_____

_____

APPENDIX B

## Motivational Procedures
## Workshop - AGENDA

Report to Fenton Hall - Large Group Presentations, Rm. 180
- Check-in, Rm. 168
- Small Groups, Rms. 153, 158, 159 and 169.

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Monday, July 9, 1973

| | |
|---|---|
| 9:00 - 9:30 | Registration. Report your arrival at the Registration Desk and pick up your name card. |
| 9:30 - 9:45 | Welcome - Dean Zeman |
| 9:45 - 10:00 | Introduction to the Workshop - Nelson & Bouchard<br>Announcements & Assignments - Hull |
| 10:00 - 10:15 | Pretest - Hull |
| 10:15 - 10:50 | Motivation - Its Meaning - Mohan |
| 11:00 - 12:00 | Behaviors Indicative of Motivation (Small Group) |
| 12:00 - 1:30 | Lunch |
| 1:30 - 2:00 | Behaviors Indicative of Motivation (Small Group) |
| 2:00 - 2:30 | Small Group Reports |

---

Tuesday, July 10, 1973

| | |
|---|---|
| 9:00 - 9:15 | Announcements & Assignments - Hull |
| 9:15 - 10:00 | Some Motivational Principles and Motivational Procedures - Mohan & Hull |
| 10:00 - 10:15 | Pretest (Goal Setting ) - Mohan & Hull |
| 10:15 - 10:30 | Coffee Break |
| 10:30 - 11:00 | Film on Goal Setting - Hull |
| 11:00 - 11:30 | Discussion on the Film (Small Group) |
| 11:30 - 12:00 | Posttest (Goal Setting) |
| 12:00 - 1:00 | Lunch |
| 1:00 - 2:00 | Transactional Analysis - Wheeler |
| 2:00 - 2:30 | Simulation - Small groups of three<br>Discussion - Wheeler<br>Regroup into groups of six or nine |

---

Wednesday, July 11, 1973

| | |
|---|---|
| 9:00 - 9:15 | Announcements & Assignments - Hull |
| 9:15 - 10:15 | Organizing Interest Centers - Bauman |
| 10:15 - 10:30 | Coffee Break |
| 10:30 - 12:00 | Discussion (Small Groups) |
| 12:00 - 1:30 | Lunch |
| 1:30 - 2:30 | Vertical Grouping - Arcoraci<br>Other Activities - Mohan in Room 153, Hull in 158, Bauman in 159 |

Thursday, July 12, 1973

| | |
|---|---|
| 9:00 - 9:15 | Announcements & Assignments - Hull |
| 9:15 - 10:15 | Encouragement Module - Rector |
| 10:15 - 10:30 | Coffee Break |
| 10:30 - 12:00 | Discussion on the Module - Rector, Hull, Mohan |
| 12:00 - 1:30 | Lunch |
| 1:30 - 2:30 | Developing Mathematical Processes - Schall |
| | Other Activities - Mohan in Room 153, Hull in Room 158 |

---

Friday, July 13, 1973

| | |
|---|---|
| 9:00 - 9:15 | Announcements - Hull |
| 9:15 - 9:30 | Pretest - Hull |
| 9:30 - 10:00 | Film on Tutoring - Mohan |
| 10:00 - 10:15 | Coffee Break |
| 10:15 - 10:30 | Posttest |
| 10:30 - 11:30 | Discussion (Small Groups) |
| 11:30 - 1:30 | Lunch |
| 1:30 - 2:30 | Involve Your Children in Mathematics Activities - Schall |
| | Other Activities - Mohan in Room 153, Hull in Room 158 |

---

Monday, July 16, 1973

| | |
|---|---|
| 9:00 - 9:15 | Announcements - Mohan |
| 9:15 - 10:00 | The Ring Toss Game - Hull & Mohan |
| 10:00 - 10:15 | Coffee Break |
| 10:15 - 11:30 | Discussion on Achievement Motivation (Small Groups) |
| 11:30 - 1:30 | Lunch |
| 1:30 - 2:30 | Thinking Box - Ludes |
| | Other Activities - Mohan in Room 153, Hull in Room 158 |

---

Tuesday, July 17, 1973

| | |
|---|---|
| 9:00 - 9:15 | Announcements - Hull |
| 9:15 - 10:00 | Profile of a Low-Motivated Child - Mohan & Hull |
| 10:00 - 10:15 | Coffee Break |
| 10:15 - 10:30 | Pretest on Individual Conferences for Reading - Hull |
| 10:30 - 11:00 | Film on Individual Conferences for Reading - Mohan |
| 11:00 - 11:15 | Posttest - Mohan & Hull |
| 11:15 - 12:00 | Disussion on Film (Small Groups) |
| 12:00 - 1:30 | Lunch |
| 1:30 - 2:30 | Some Ways to Motivate Children in Reading - Risko |
| | Other Activities - Mohan in Room 153, Hull in Room 158 |

Wednesday, July 18, 1973

| | |
|---|---|
| 9:00 - 9:15 | Announcements - Mohan |
| 9:15 - 9:30 | Pretest - Hull |
| 9:30 - 10:00 | Film (Pro-social Behavior) - Hull |
| 10:00 - 10:15 | Coffee Break |
| 10:15 - 11:30 | Discussion on Film (Small Groups) |
| 11:30 - 11:45 | Posttest - Hull |
| 11:45 - 1:30 | Lunch |
| 1:30 - 2:30 | Identifying Student Interests - Bouchard |

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Thursday, July 19, 1973

| | |
|---|---|
| 9:00 - 9:15 | Announcements - Hull |
| 9:15 - 9:30 | Identifying Student Interests - Bouchard |
| 9:30 - 10:30 | Discussion (Small Groups) |
| 10:30 - 10:45 | Coffee Break |
| 10:45 - 12:00 | Small Group Reports - Bouchard |
| 12:00 - 1:00 | Lunch |
| 1:00 - 1:30 | Large Group - Burkowsky |
| 1:30 - 2:30 | Small Groups - Simulation - Case Studies |
| 2:30 - 3:00 | Discussion |

---

Friday, July 20, 1973

| | |
|---|---|
| 9:00 - 9:15 | Announcements - Mohan |
| 9:15 - 9:30 | Pretest (Module on Pupil Assessment) - Bicknell |
| 9:30 - 10:00 | Discussion of Module - Bicknell |
| 10:00 - 10:15 | Coffee Break |
| 10:15 - 11:45 | Discussion (Small Groups) |
| 11:45 - 1:30 | Lunch |
| 1:30 - 2:30 | Evaluation of the Workshop - Mohan |

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APPENDIX C

Course Proposal

1. Course Number: Ed. 5..

2. Course Title: Motivational Procedures

3. Credit: 3 hours. Credit earned in this course may be applied toward graduate level and 400 level course requirements.

4. Course Objectives: Several kinds of objectives are envisioned for this course. Some of the instructional objectives are: To create an awareness of the need for recomposing motivation of children who have poor attitudes toward learning; to update theoretical and substantive knowledge of various theories of motivation; to acquaint learners with materials for motivating children; to acquaint learners with motivational principles that have been found to be effective in motivating children for learning; to acquaint participants with motivational procedures that have been found to be effective in motivating children for learning; and to encourage participants to apply motivational procedures with school children.

5. Course Description: Motivational Procedures is an area of study not covered by current departmental offerings. Some of the topics that will be covered in this course are: Meaning of motivation and behaviors indicative of high level and low level of motivation for learning; motivational principles such as focusing attention, immediacy, consistency, reinforcement, goal-setting, prompt feedback, rewards and punishment, modeling, reasoning, freedom, competence, novelty, participation; incomplete tasks, respect for questions, product encouragement; motivational procedures such as goal-setting conferences, individual conferences, peer tutoring; conferences to promote self-directive behavior; use of games, models, discussions, questioning, authorship, parent involvement; development of checklists on the planning, conduct and follow-up of the motivational procedures; assessment of motivation level; the importance of one-to-one transaction in motivation; and various ways of motivating children in various content areas.

6. Justification: A low level of motivation is the number one learning problem for children in the classes of most teachers at all levels in our schools. That the problem is widely spread is noted by many researchers. Klausmeier and his associates (1972), when working with schools in the early stages of the development of Individually Guided Motivation, found that low level of motivation was a major concern of teachers. Sarason and his associates (1972) asked teachers about the type of situations in

which they would like to feel more expert. In response to this query, the survey showed that the need to maintain reasonable order in the classroom was the modal response. Most teachers wanted to know about ways to deal creatively and effectively with children who are disruptive or don't do the work or withdraw from the group. This need to motivate students has also been emphasized by Alschuler and his associates (1970).

The impact of lack of motivation on the part of pupils is not limited to school achievement. The low level of motivation has economic, social, and educational implications of great import. The rising number of people on welfare rolls, the increase in the number of juvenile delinquents, the large number of school children with functional illiteracy, and the vandalism in schools - all point to the need for focusing on the motivational problem.

Thus the findings of several of these formal and informal surveys and review of the research literature clearly establish the need for providing a course in Motivational Procedures. Four workshops offered by the Teacher Education Research Center further support the adequacy of this proposal and provide evidence that this course meets the needs of area teachers.

Session I: INTRODUCTION TO MOTIVATIONAL PROCEDURES COURSE

1. Completion of Individual Information Blank.
2. Completion of Participant Expectation Form.
3. Pre-test and Warm-up.
4. Introduction of the "Motivation" concept.

Motivation is often a vague and imprecise concept. Many words are used to describe motivation or lack of motivation of school pupils. In order to understand the concept, it would be useful to identify behaviors of pupils that go to make up the meaning of motivation. These performances or behaviors, as far as possible, should be:

a. specific
b. behaviorally stated
c. instruction-related
d. realistic and attainable
e. observable and, therefore, measurable when mastered by pupils
f. in easy vocabulary so that the student is able to understand, and
g. arranged in a hierarchical order starting with the easiest.

Of course, these performances or behaviors (B) must take into consideration the audience (A), the condition (C) under which the behaviors are to occur, and the degree (D) of the behavior. For example, these performances will vary with age, socio-economic status, time of day, day of week, and the community from which pupils come.

It is felt that the specification of behaviors indicative of motivation is the first step to answer the question, "How might I interest more students"? It is our belief that motivated behavior, to a large extent, is learned behavior and children with high levels of motivation may expect financial and psychological rewards. Children who do not learn this work-oriented behavior perceive themselves boxed in classrooms that restrict them on all sides.

5. Show the Module on Motivational Procedures and discuss the module.

6. During the last ten minutes, ask participants to perform the following two tasks: (a) Select a group of children you have been working with. List five things that students do, which you think are indicative of motivation. Try to check each statement against the seven point criteria stated in the first paragraph. Be sure to mention the age level of children, the ability level of children, and the content (if you think it necessary); (b) Now list five things students do not do, about which you feel most strongly, i.e., behaviors indicative of lack of motivation. Check each statement against the seven point criteria. Also, mention how general the behavior is and the frequency of the behavior.

7. Ask participants to continue thinking about each of the two tasks and add to their lists. Ask them to bring their revised list to the next session.

   A procedure somewhat similar to the one described above was used by the staff of the Wisconsin Center for Research and Development on Cognitive Learning. They identified four general behavioral categories. Each category contains specific behaviors. Distribute a copy of this checklist to each participant.

Session II: TRANSACTIONAL ANALYSIS: A TEACHING AND A LEARNING DEVICE

Suggested Readings:

1. Berne: Games People Play
2. Ernest: Games Students Play
3. Harris: I'm O.K. - You're O.K.
4. James and Jongeward: Born To Win

1. Introduction of "Transactional Analysis" Concept.

Very important in what we do is the one-to-one relationship. Conflict and commotion are bound to occur in human relationships. Therefore, it

is very important that each individual and particularly those who professionally deal with other individuals should equip themselves with lubricants to smooth the interaction. This would mitigate the need for many persons to communicate with others by smoke signals and help them not to be blatantly nervous of any human contact.

Transactional Analysis, as developed by Dr. Berne, attempts to develop and explore a system of presenting complex ideas about human interactions in simple language. Briefly, the TA concept postulates three ego states of Parent, Adult, and Child. These are based in part on Freud's postulation of Superego, Ego, and Id. These ego states are made obvious by gestures, body postures, type of language, and words used. Parent is further divided into the Prejudiced or Critical side and the Nurturing side. The term "Prejudiced" means one has accepted ideas without evaluating them, and such ideas include many handed down from ancestor; Child is also divided into an Adapted or perverse side and a Natural or happy side. The Adapted Child tries to play a game with the voice strained, too loud or too soft, the gesture imploring, threatening, or random. The Natural Child, on the other hand, seeks pleasure, is creative, learns rapidly, and is spontaneous. Adult generally has "executive" control of the personality and Adult statements are matter-of-fact, calm, and direct.

Transactions between these three states or between people can be of several kinds: Ulterior or crossed, parallel or complementary. Usually, these occur between a Parent ego state and a Child ego state. The kind of transaction that causes trouble is the crossed transaction. Berne's classical example is the transaction between husband and wife where husband asks: "Dear, where are my cuff links?" (An Adult stimulus, seeking information). A complementary response by wife would be, "In your top left dresser drawer," or "I haven't seen them but I'll help you look." However, if the wife has had a rough day and has saved up a quantity of "hurts" and "mads" and she bellows, "Where you left them!" the result is a crossed transaction.

As a result of these transactions, four possible life positions can be developed with respect to oneself and others:

1. I'M NOT OK - YOU'RE OK
2. I'M NOT OK - YOU'RE NOT OK
3. I'M OK - YOU'RE NOT OK
4. I'M OK - YOU'RE OK.

Harris believes that these positions are alterable later in life. Although the early experiences which culminated in the position cannot be erased, early positions can be changed. In the first position the individual is at the mercy of others and feels a great need for recognition, which is the psychological version of the early physical stroking. In the second position the individual gives up and Adult in such an individual stops developing since one of its primary functions-getting strokes- is thwarted in that there is no source of stroking. The third position is the criminal position and the person in this position suffers from stroking deprivation. The fourth position is qualitatively different from the first three positions in that it is made at a conscious and verbal level and is based on "thought, faith, and the wager of action."

4. Discuss implications of T.A. for classroom instruction. Some of the implications are: Importance of stroking and the need for crossing transactions.

Session III: PUPIL PREFERENCES AND LEARNING STYLES

Suggested Readings:

1. Bouchard: Pupil Preferences and Learning Styles
2. Hunt: Learning Styles and Teaching Strategies
3. Mohan, Hull and Petrie: Student Accessibility Channels
4. Riessman: Styles of Learning

1. Pre-test and Warm-up

2. Introduction of "Learning Style" concept

Teachers who seek to have their pupils achieve mastery of such skills as reading and mathematics can readily find curriculum materials to help them (e.g., IPI; The Wisconsin Design for Reading Skill Development; The Wisconsin DMP; the Instructional Objectives Exchange, etc.). However, little assistance is available to help teachers and pupils adjust learning experiences to such other considerations as expressed pupil likes and dislikes about school subjects, preferred working styles, and the like. A search of the literature and a pilot study conducted at the Teacher Education Research Center suggest that there are some very real differences among classes and individual pupils in the attitudes mentioned above. Little evidence is available which indicates that such attitudes and preferences get much consideration in instructional decision-making.

A few points about learning style may be mentioned here: (1) Learning style is not considered to be a fixed, unchanging characteristic, and any application of learning style to meet student needs should take account of developmental goals, i.e., helping each student to become more independent and to work effectively in a wider variety of environments. A student's present learning style, therefore, not only specifies the matched environment for optimizing present learning, but also charts the goal for development, i.e., change in learning style becomes an objective in itself. (2) Like any cognitive characteristic, learning style bears some relation to verbal ability; however, for students of junior high school age and above, learning style can be distinguished from ability. Learning style describes how a student learns, not how much or how well he has learned. (3) The question of generality of learning style may be asked; do students have the same learning styles in different subjects? This question is sufficiently difficult in itself, but it is complicated by the variation in the disciplines themselves. Every teacher will need to make more subject-specific assessment of learning style.

3. Learning style assessment

Paragraph Completion Method

In all of the experiments described by Hunt, conceptual level was assessed by means of a Paragraph Completion Method. Students are asked to write a response to each of six topics, e.g., "What I think about rules...." Each response is assigned a numerical score ranging from 0 to 3 in increasing CL (a score of 0 is similar to low CL; 1 approximately to average; and 3 to high level). CL score is the aggregate of these six scores. In practice, students with scores of 1.5 and below are considered to need considerable structure, and those with scores of 2.0 and above are able to function with a variety of structures. The Paragraph Completion Method has been used with thousands of students, mostly from ages 12-18, over the past 15 years so that considerable construct validity, correlates, and normative evidence is available. On the negative side, the method relies at least partly on verbal facility, and scoring is relatively difficult and time consuming. For these reasons and also because students are being offered more options requiring self-matching, it becomes important to consider how students can learn to assess their own learning styles.

Student Self-Assessment

To assess his own learning style, a student needs an understanding of what learning style means and some relevant information about himself to use in his assessment. If time and resources are available, a student can systematically experience a variety of learning environments which vary in their structure, note how well he learns, and how he feels about such learning. Imagine, for example, a student sampling each of the models of teaching. Hunt explored using a more limited variety of instructional modes - lecture, and discovery with encouraging results. One exploratory study indicated that 14 per cent of the low CL students preferred the discovery approach while 41 per cent of the high CL students preferred the discovery mode. These findings are in keeping with the McLachlan-Hunt study, as are those in a replication of this study (Robertson, in progress) which investigated student reactions to a lecture vs. a less structured approach (either discussion or discovery). As predicted, low CL students judged the lecture more valuable for learning than did the high CL students. However, when asked for preference for instructional modes, there was no difference in CL groups.

This finding epitomizes the major difficulty in student self-assessment: distinguishing between the learning environment required and the one preferred. High CL students can choose on the basis of their preference since they are presumably capable of learning in a variety of structures. However, a low CL student who requires a structured educational environment may not select it as the one he prefers.

Teacher assessment of learning style.

As noted, many teachers are intuitively aware of different learning styles among their students and have been adapting instruction to these differences without necessarily explicating such student differences. Therefore, some teachers should be able to assess learning style. Teachers, like students, need to understand the idea (especially its distinction from ability) and obtain relevant information for making judgments. We have encouraged teachers to apply the "environmental cafeteria" informally and note how well students learn under different degrees of structure. It is essential that teachers make these assessments in relation to a learning environment of a specific structure. Although it may seem easy, we have found that many teachers have great difficulty in distinguishing learning style from ability, and this is especially true of the high verbal-low CL students whom they are likely to regard as independent. However, training teachers to assess learning style systematically seems very worthwhile.

4. Take and score Paragraph Completion test.

5. Take and score Positive Behaviors Checklist

6. Administer Positive Behavior Checklist to your class

7. Suggest a plan to adjust instructional decisions for individual pupils.

Session IV: SOME MOTIVATIONAL PRINCIPLES

Suggested Readings:

1. Klaumseier: Individually Guided Motivation
2. Madsen: Theories of Motivation
3. Mohan & Hull: Encouraging Motivation of our Children

1. Meaning of Motivation.

Motivation has been defined in many ways and the term has been explained with reference to homeostatis, other biological bases or external situation stimuli. Some of the definitions are:

a. Motivation refers to the arousal of a tendency to act to produce one or more effects... It is a joint function of the motives of the individual and the expectancies of motive-satisfying consequences elicited by situational cues. John W. Atkinson.

b. Motivational psychology may be defined as the study of all conditions which arouse and regulate the behavior of organisms. P.T. Young

c. All behavior is purposive and motivated by innate propensities. W. McDougall

d. All behavior is determined by several co-operating hypothetical and empirical variables, and it is motivated by drives, which are biological conditions of unbalance (in homeostasis). E. C. Tolman

e. All behavior is motivated by a release of energy determined by needs, which are biological conditions of unbalance. P. T. Young

f. The behavior is motivated by dynamic, psychological variables (motivational traits), which in adults may be functionally independent of biological needs, but which are then influenced by external stimuli. G. W. Allport

g. The behavior is motivated by tensions, which are determined by needs, real (biological) needs as well as quasi-needs (intentions, etc.) K. Lewin

h. All behavior is motivated by needs, which are regnant brain processes determined either by physiological processes (outside the central nerve system), or by the press situations, which may influence the bio-social conditions of life of the individual. Henry A. Murray

i. All behavior is motivated by a few primary drives (determined by the needs of the organism) and by a large number of secondary, acquired motives. C. L. Hull

j. All behavior is with regard to energy determined by the continual activity of the nerve system, but it is organized and directed by cognitive, acquired variables. D. O. Hebb

k. All behavior is motivated by hormonal processes, internal organic processes, and/or centrally produced nervous impulses. N. Tinbergen

l. All behavior is with regard to energy determined by primary affects (which are determined by differences between the level of adjustment of the individual and the perceived situation) or by acquired motives (which are expectations of changes in the affective conditions). D. C. McClelland

From the above statements, it may be noted that motivation is explained with reference to:

i. Homeostatis. However, there is a tendency to depart from this principle and to prefer other biological bases.

ii. Other biological bases. Tinbergen's, Lewin's, and Murray's theories explain motivation with reference to other internal organic conditions.

iii. External situation-stimuli. Even though the internal organic conditions may be more important, theories also explain motivation with reference to external situation-stimuli.

2. Discuss Motivational Principles

Some of the principles that determine the level of motivation of a student are: (a) focusing attention; (b) goal-setting; (c) providing feedback; (d) providing models; (e) reinforcing positive behaviors; (f) reasoning; (g) Premack principle; (h) participation; (i) consistency; (j) immediacy; (k) persistence; (l) freedom; (m) competence; (n) novelty; (o) respect for questions; (p) authorship and (q) incomplete task.

3. Discuss participants' experiences in motivating children

Session V: EDUCATIONAL GAMES

1. Adams: Simulation Games: An Approach to Learning
2. Mohan and Risko: Games as Teaching Tools
3. Raser: Simulation and Society
4. Schall: Mathematics Games
5. Wilcox: Language Arts Activities for the Independent Work Period

1. Introduction.

Parents, teachers, and other adults can help children by providing educational experiences based on the following principles of learning:

a. Emphasis in education should be on the learner as an individual and not as a hypothetical average.

b. Emphasis in education should be on the active participation of the learner with the environment. This means that involvement should not be limited to "the mind"; instead, the whole person should be involved.

c. Emphasis in education should be on learning experiences that are meaningful and relevant to the needs of the learner.

d. Emphasis in education should be in providing the learner with success experiences. This leads to the development of a positive self-concept in child and hence to his further success and further motivation.

e. Emphasis in education should be in providing prompt feedback. Feedback redirects the learner's performance and is a useful motivational procedure.

f. Emphasis in education should be future-oriented. This would ensure that the learner is getting experiences that he will encounter on the job.

One educational technique which uses the above motivational principles is GAMES. A review of literature affirms many advantages for this technique. The advantages are:

a. Games heighten the interest and motivation of children.

b. Games offer children an opportunity for applying and testing knowledge gained from reading and other experiences.

c. Participation in games offers children insight, empathy, and a greater understanding of the world as seen and experienced by adults.

d. Games offer a simplified "world" that is easier to comprehend.

2. Small-Group Activities.

Small groups may be formed on the basis of content or grade. For example, one group may be interested in math games; another, in science games; and still another, in social studies games.

3. Other Possible Activities.

a. Ask participants to develop at least one game.

b. Ask participants to modify a well-known educational game to their needs.

c. Ask participants to field-test one game with their classes.

4. Notes, Questions and Ideas.

Session VI: GOAL-SETTING CONFERENCES

Suggested Readings:

1. Instructional Objectives Exchange: IOX Collections
2. Klausmeier: Individually Guided Motivation
3. Lewis: Administering the Individualized Instruction Program
4. Mohan and Hull: Encouraging Motivation of Our Children

1. Introduction.

> When a man does not know
> what harbor he is making for,
> no wind is the right wind.--Seneca.

This quote clearly brings out the importance of goals. A review of literature supports the premise that, if a person doesn't care where he wants to go to, it does not matter which way he goes. While it is true that many studies reported finding greater performance under conditions in which subjects made goal statements than under conditions in which goal statements were not made, it must be emphasized that mere having a general goal in mind is not enough because goal achievement is a way of planning and a set of feelings, actions, and strategies in search for excellence.

In the classroom setting, the success of goal-setting procedures is determined in large part by the extent of the pre-conference planning and preparation. Some of the important points to which every teacher should pay attention are:

a. Learn to conduct conferences which incorporate the motivational principles of focusing attention, setting goals, providing feedback and reinforcement.

b. Select the subject-matter area in which goal-setting will be used and develop specific goals for the next unit of study within the area.

c. Identify students whose progress in the selected subject-matter area suggests a lack of motivation.

d. Schedule goal-setting conferences on a regular basis with students who have been identified as lacking motivation.

e. Plan for continuous evaluation of both the program implementation and the effects of the program.

2. Show the IGM film, Setting Individual Goals for Learning, and discuss the questions posed by the film narrator. Such a step will help in developing a better understanding of the conference procedures.

3. Discuss some of the problems that may arise as a result of the use of this procedure. For example, the development of goal checklists has been a problem. Teachers do not have time to develop these checklists. To help solve this problem, refer the participants to publications which contain explicit behavioral objectives. If behavioral objectives have already been specified, it becomes easier to rewrite the objectives in children's language. Thus, sufficient staff time should be provided to develop goal checklists.

4. Divide the group into small groups and ask them to develop a goal checklist. Show them a sample goal checklist.

5. Notes, Questions, and Ideas.

Session VII: DEVELOPING SELF-DIRECTED PROSOCIAL BEHAVIOR

Suggested Readings:

1. Havighurst: The Inner-City Classroom: Teacher Behaviors
2. Klausmeier: Individually Guided Motivation
3. Mohan and Hull: Encouraging Motivation of Our Children
4. Raths, Harmin and Simon: Values in Teaching
5. Riesman, Glaser and Denny: The Lonely Crowd

1. Introduction.

   The development of social responsibility entails (1) fulfilling one's needs for identity and worth without hurting others in the process; (2) making decisions which are based on an infinitely greater amount of information about oneself and others; and (3) it means the incorporation of not-yet-experienced possibilities in the decision-making process.

2. Demographic theory indicates that our youth are becoming increasingly other-directed, i.e., their contemporaries are the source of their direction. This trend calls for teaching procedures that help youth develop inner-direction, i.e., the development of a social character whose conformity is insured by a tendency to develop an internal set of goals based on prosocial values.

   The changing family structure in technological societies is considered in relation to inner-direction and other-direction.

3. Prosocial Behavior

Prosocial behavior is (1) role taking (internalization of values); (2) appropriate to the situation; and (3) deemed appropriate by the majority (usually adults). However, students are encouraged to question "socially accepted" values and behaviors. The reasoning process is stressed as students are encouraged to consider their behavior and the behavior of others.

4. Values

Havighurst (1966) listed values that he identified as being essential for a reasonable quality of life in an urban, industrial society:

-Punctuality
-Orderliness
-Conformity to group norms
-Desire for a work career based on skills and knowledge
-Desire for a stable family life
-Inhibition of aggressive impulses
-Rational approach to a problem situation
-Enjoyment of study
-Desire for freedom of self and others.

The above values are not to be prescribed nor are they all inclusive. Students are urged to consider them for their merit and utility in today's society.

5. Activities for Children

Small groups may be formed to discuss values and prosocial behavior. The purpose of the conferences is to help each child become self-directed in selecting prosocial behavior goals and attaining those goals. The following steps are suggested for organizing prosocial behavior conferences:

-Conduct conferences for about 25 minutes
-Conduct weekly or bi-weekly
-Use conference as part of language arts or social studies classes
-3 to 7 children should comprise the group
-Get problems from on-going school experiences (its best if children recognize a problem and bring it to the conference)
-Select group members heterogeneously
-Have children reason out their behavior, alternatives, and consequences of certain actions
-Each child selects his own attainable goal.

6. Clarifying Response Checklist

To help children develop an understanding of their feelings and behaviors and the feelings and behaviors of others, the teacher may use clarifying responses as exemplified below when conducting prosocial behavior conferences (Raths, et al., 1966, pp. 55-62):

1. Is this something you really prize?
2. Are you glad about that?
3. How did you feel when that happened?
4. Did you consider any alternatives?

7. Motivational Principles

The Motivational Procedures Course enables teachers to develop knowledge of and skills in using the following motivational procedures while working with children in prosocial behavior conferences.

a. Focus student attention

Here are seven useful points about gaining and holding a child's attention:

1. Raising a question is more likely to hold a child's attention than giving information (relate to child's experiences)
2. Presenting something novel (novelties).
3. Changing the tempo and pace of activity.
4. Smiling and showing approval.
5. Involving the child in discussion.
6. Ensuring the child's understanding (questioning; clarifying responses)
7. Making successful progress toward goals (success experiences)

b. Reasoning Activities

1. Child states socially accepted values in his own words and gives examples of behaviors which are in accord with values.
2. Child states why he behaves in a certain way.
3. Child states consequences of his behavior (or others) with respect to others and himself.
4. Child statesprojected consequences of his future behavior.
5. Child discusses how he or a group can change conditions to encourage greater self-directedness.

c. Help student set and attain goals.

1. Have child verbalize goal.
2. Write or have child write his goal (in his language).
3. At first, more structure may be needed, depending upon level and situation.
4. Have child select his own goal.
5. Lessen structure as goal setting and attainment progress.

d. Provide exemplary models

1. Discuss personal experience
2. Have students discuss personal experiences that make the modeling point
3. Bring in things of interest

e. Reinforce desired behaviors

1. Use peer group approval
2. Encouragement
   a. general praise
   b. specific praise
   c. use student ideas
3. Tangible rewards
4. Avoid rebuke, insult, sarcasm

8. A Small Group Exercise for Teachers

Problem

In 1970, in a city in America, a woman was beaten, robbed, and murdered on a public street. This crime was witnessed by no less than a dozen adults, yet, not one of them came to the rescue of the woman nor did any of them seek help from the police. Not one of them reported that a crime had been committed.

1. Discuss the moral issue involved in this incident.
2. Relate this incident to a corresponding school situation.
3. Plan a small group conference for children in which you do the following:

   a. focus attention on the problem
   b. provide exemplary models
   c. help children set goals about behavior
   d. encourage children to reason about their behavior
   e. give feedback and correction
   f. reinforce desired behaviors.

9. Notes, Questions and Ideas.

Session VIII: ORGANIZING PEER TUTORING

Suggested Readings:

1. Borg: Minicourse Five: Effective Tutoring in Elementary School Mathematics
2. Klausmeier: Tutoring Can Be Fun
3. Mohan: Peer Tutoring As A Technique For Motivating The Unmotivated
4. Mohan: Organizing Peer Tutoring In Schools

1. Pre-test and Warm Up

2. Introduction

The rationale behind the use of peer tutoring can be stated in the following two convictions: One is applicable to the tutors: if you want to learn something, try teaching it. The work responsibility and role reversal will favorably modify the behavior and attitude of tutors toward their own schooling. The tutors will begin to realize that they cannot misbehave and be responsible teachers at the same time. If carried on over a period of years, peer tutoring offers the possibility of a very real change in the educational climate of a school. The second conviction is applicable to the tutees: As suggested by Coleman, the most effective teachers of children are often his peers. Or to put it another way, it is felt that many children who fail to learn from teachers (or who have teachers who fail to teach) will succeed in learning from each other. The student who is being helped gets help from a person who, more or less, talks his language and may have the same kind of problem he is encountering.

Peer tutoring also offers opportunities for individualized instruction, prompt feedback, participatory goal setting, and reinforcement. One-to-one tutorial sessions also satisfy many psychological needs.

3. Show the IGM film, Guiding Children As Tutors and discuss the questions posed by the film narrator. Such a step will help in developing a better understanding of the tutoring procedures.

4. Divide the group into small groups and ask them to discuss objectives, rationale, criteria for the selection of tutors, criteria for the selection of tutees, training of tutors, supervision of tutorial sessions, and selection of instructional materials. Some of the points listed by a workshop group were:

Objectives
   a. Motivation
   b. Attitude
   c. Self-Esteem
   d. School Achievement
   e. Self Direction

Rationale
- a. Individualized Instruction
- b. Prompt feedback
- c. Participatory goal setting
- d. Reinforcement
- e. Need satisfaction

Selection of Tutors
- a. Compatible
- b. Bright
- c. Good models
- d. Enthusiastic
- e. Volunteers

Selection of Tutees
- a. Motivation
- b. School achievement
- c. Prosocial behavior
- d. Attitude
- e. Self concept

Training of Tutors
- a. Tutoring skills
- b. Tutoring style
- c. Content
- d. Contingency management

Tutoring Skills
- a. Demonstration
- b. Evaluation
- c. Practice
- d. Diagnosis

Supervision of Tutorial Sessions
- a. Content
- b. Objective
- c. Test items
- d. Data
- e. Mastery
- f. Profile sheet
- g. Monitor
- h. Instructional materials

Selection of Instructional Materials
- a. Worth learning
- b. Relevent
- c. Compatible
- d. Effective
- e. Efficient

5. Notes, Questions and Ideas

Session IX: INDEPENDENT LEARNING

Suggested Readings:

1. Beggs and Buffie: Independent Study--Bold New Adventure
2. Borg, et al.: Minicourse 8--Organizing the Kindergarten for Independent Learning and Small-Group Instruction
3. Mohan and Hull: Encouraging Motivation of Our Children
4. Mohan and Hull: Individualized Instruction and Learning
5. Klausmeier, et al.: Individually Guided Motivation

1. Pre-test and Warm-up

2. Introduction

   The need for and the desirability of independent learning is seldom challenged. However, independent learning has been deemed impractical and uneconomical by many teachers because of such constraints as lack of individualized materials, lack of time, lack of specific teaching skills that facilitate independent learning, and a reluctance on the part of staff members to work collaboratively to schedule and maintain a program of independent learning. This presentation focuses on offering teachers an array of practical skills and ideas for breaking down some of the aforementioned constraints to the independent learning program.

3. Show the IGM film, Encouraging Independent Reading, and discuss the questions posed by the narrator. Also, discuss children's interests and ways to capitalize on those interests with respect to independent reading.

4. Present Minicourse 8. Depending on the needs and interests of the group, Minicourse 8 ideas may only be discussed, or the group may begin the simulation exercises required by Minicourse 8. If Minicourse 8 is used in toto, arrangement for videotaping and practice sessions must be made.

5. For those who do not choose to complete Minicourse 8, divide into sub-groups for further discussion of independent learning activities. The following topics will probably arise during discussion:

   - Identifying materials to use for independent study.
   - The writing of task cards and prescriptions
   - Scheduling independent study activities.
   - Selection of students who may benefit most by independent study.
   - The role of the Learning Materials Center in facilitating independent study.

6. Teaching Skills That Facilitate Independent Learning

- Establish the concept of working independently.
- Establish understandings of the teacher's role.
- Help students identify problems that might be encountered during a learning task.
- Elicit from students alternative solutions to problems.
- Evaluate alternative solutions to problems.
- Set standards for what to do when finished with a task.
- Evaluate students' successes at solving problems while working independently.

7. The following hand-outs have been found to be useful to teachers as they plan their independent learning programs:

- 25 Proven Ways to Motivate Children to Read (Dr. Risko)
- Suggested Activities for Primary Grades, Middle Grades, Junior High School, Senior High School (Dr. Risko)
- The Lame Shall Enter First (Dr. Risko)
- After You, My Dear Alphonse (Shirley Jackson)
- Affective Teaching Techniques (Dr. Risko)
- Selected Bibliography for Affective Teaching (Dr. Risko)
- All Summer in a Day (Ray Bradbury)
- 60 Independent Learning Activities (Kenneth and Rita Dunn)

8. Notes, Questions, and Ideas

SESSION X: MOTIVATION THROUGH SCIENCE CONTENT

Suggested Reading

1. Hawkins: Messing Around with Science

2. Hurd and Gallagher: New Directions in Elementary Science Teaching

3. ESSENTIA, The Evergreen State College, Olympia, Washington.

1. Reinforcement is inherent in the materials and activities of science especially when manipulative exercises are used. The goals of science are served when science content is used as motivation for developing skills in reading and math. The inquiry approach requires verbalization of queries in contrast to rote recitation of answers. Writing and reading about science experiences is a natural result of manipulation of the "things" of science. Divergent thinking within facts in contrast to convergent thinking toward the textbook answer requires more math skill exercises.

   Goal setting in science appropriately includes language skill goals and data processing goals. The content or facts of science have typically been overemphasized. The flexibility in science learning experiences permits a wide range of learning styles.

2. The objective of this session is to demonstrate motivation through science content. Descriptions of thirty-eight exercises written to motivate students is provided. To demonstrate use of this type of exercise, four additional examples will be used. Adjust group size to facilitate informal interaction so a group of sixty should be divided into two or three groups. Equipment and material needs are reduced when the participants are divided into groups and rotated on experiences. The number of set ups of any one experience is that required for the largest group.

   Ask the participants to carry out the exercise as students would. While the exercise is in progress, the facilitator can provide information for preparation including sources of materials, hazards, and special attention items. As progress is made suggest reading, math, and further interest activities. The four experiences used were:

   a. Copper Chloride

      Provide the participants with a small measured amount of copper chloride, an empty tea bag, a small glass of water, and an aluminum cupcake cup. Put the copper chloride in the tea bag and the tea bag into the water. Record observations. What senses were used? Color change and convection are usually mentioned. Add the aluminum and record observations. Sound, temperature change, color change, and bubbles are reported typically. Discuss observations.

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b. Classification

Provide an assortment of items - we used a box of buttons. Ask that they be sorted in as many ways as possible. For example, buttons can be classified by color, shape, texture, fastening device, substance, etc. The experience is intended to develop the skill of classification. Any assortment can be used such as shells, screws, coins, blocks. Activities suggested are counting, number lines, fractions in math. As a language exercise the discussion can explore expressions of inclusion and exclusion, more and less, shapes, bigger and smaller. Classification can be transferred to other uses such as race. Additional reading may be suggested to pursue use of classification. Creative writing can be based on classification themes.

c. Chalk columns

Provide chalk, food coloring, a flat bottomed container, water and a toothpick. Use the toothpick as a pen to draw a line of food coloring around the chalk one-half inch from one end. Put the chalk in water less than one-half inch deep so the coloring doesn't get into the water. As the water goes up the chalk, it will carry the food coloring with it. Many colorings separate into more than one color. Repeat the experience using filter paper in place of chalk. In many cases the order of the separated colors will be reversed.

Measurement of distance travelled by each color is appropriate in this example of chromatography. Time and temperature affect distance travelled and should be measured as well. Writing can be directed towards reporting data or analysis. Reading will suggest other possibilities.

d. Mystery boxes

Present the group with six or more sealed boxes and ask individuals to report observations. Share observations with the group to compare boxes. Discuss data collection and analysis procedures. A set of boxes are part of the standard SCIS equipment. The same principles are used at many levels. For physical science use boxes with electrical circuits and supply test equipment of an appropriate level. For early elementary, use 3 x 5 cards in colors and a bean or a penny inside. Partitions or partial partitions add to the complexity. Sets of each of these three types were used.

The inquiry processes used are the primary skills to be developed. As such, closure by revealing one "right" answer is inappropriate so the boxes are never opened. Measurement of exterior dimensions and weight are followed by measurement of the angle at which the object inside the box moves. On the electrical boxes if a meter is used, multiplication and division are suggested. Many stories have been written about "mystery" boxes.

3. Bring the entire group together for remarks summarizing experiences in the session. Facilitators serve as a panel to answer questions. Distribute promotional literature on current science curriculum projects. ISCS, SCIS, and COPES have active programs of interest to most teachers. SAPA, ESS, BSCS, PSSC, and ESCP are generally known but questions may be asked.

APPENDIX D

Participants' Reactions to the Motivational Procedures
in the Individualization of Instruction
Paper by Dr. Madan Mohan

The above-titled paper, which is part of a training module as cited on page 18, is available from the Teacher Education Research Center and was field-tested in the Summer '72 Motivational Procedures Workshop. Participants' suggestions, comments, and reactions were incorporated in the revised version of the paper. The revised paper was distributed among participants in the Motivational Procedures Workshop at Randolph. A summary of their reactions follows:

1. The list of behaviors indicative of motivation is helpful . . . I have found that, by using the ideas in the paper, my class has been a more pleasant place in which to learn.

2. The paper entitled "Motivational Procedures in the Individualization of Instruction" is an informative piece of literature. The areas covered and briefly explained are very pertinent to the area of motivation.

3. I think it would have been great when I student taught to be able to have a copy of this paper. There are a lot of things that help you understand children better.

4. All of the activities included in this booklet are excellent and slowly I am finding it more and more possible to infuse these procedures into my own classroom.

5. I found the paper to be informative. It will be of useful information to the teachers in our system who are not taking this course as it appears to touch upon the many areas covered in the motivational procedures presented.

6. It is a good paper to read at the beginning of the course. It was good to read (on p. 12) that there are times when punishment may be needed.

7. The motivational skills for the motivated and unmotivated as identified in this paper are applicable and helpful on the junior high level. I would have been very grateful to have had access to this when I was practice teaching.

8. I feel the paper stresses the most basic of individual motivational tools. As these are put into practice, the teacher is easily led towards the development of motivational ideas unique to himself.

9. I totally agree with the paper that many teachers are inadequately informed and equipped to deal with motivation problems.

10. I feel this paper is exceptionally good. The various identifications, procedures and practices are outlined well and are concise. To be honest I was not in favor of the various procedures at first. I wondered if the time involved and necessary would be well spent. As I have used these with children, I can see I need to improve.

11. This paper seems to be concise enough to be read by a busy classroom teacher. It would probably be most effective if used in conjunction with a one or two-day workshop.

12. This paper appears to me to be a practical digest of motivational procedures that any teacher can use. It doesn't "talk down" to the teacher giving all the nitty-gritty details nor does it require a "Jargonese Dictionary" to translate as do so many educational papers.

13. The paper describes motivation and begins by listing behaviors common in well motivated students.

14. The motivational practices are all fantastic ideas for motivation. I am glad to have had these procedures more explained.

15. This paper, I felt, was the most beneficial of all in pointing out more concise and precise information involving the concept of motivation.

16. The paper presents a lot of good matter for thought. Other than few small criticisms, I feel that the paper would be very informative to every teacher.

17. I thought this paper was excellent in summarizing this entire course. I never realized "motivation" was that effective in classroom management until I put to use many of these techniques in my classroom.

18. I feel that this paper can be of use to me during my teaching profession.

19. I agree with the statement presented in this paper that most teachers find motivation a big problem . . . I particularly like the idea of individualized motivation.

20. I am going to try and be more alert as to the reward preference of students in my classes.

21. I feel this manual serves a definite need. I noticed in the foreword that it was specifically written for the practicing teacher. This fills a void. I find the manual a good review of the basic tenets of sound teaching. Tragically it has taken me many years to discover it.

22. This paper is a very good summary of the course.

23. It would be of tremendous help to the practice teacher--although the cooperating teacher would also have to have a copy and agree in general with the principles therein. I especially feel the section on Participation of Parents and the Behavior of Teachers is most important. This pamphlet will be placed in my desk where I can refer to it often.

24. In my opinion the most significant portion of the text deals with behavior of the teacher.

25. I believe that this paper would be very helpful to all teachers. Many of the ideas contained therein have been used in part by many teachers. However, the total plan is very helpful.

26. I liked the parent participation part and wish we could get the parents more involved.

27. I really would like to know how this system is put into effect.

28. The paper sums up the course extremely completely.

29. This paper is a thorough and explicit summary of the course.

Some very constructive suggestions have been made by the participants and will be incorporated in the final version of the paper.

APPENDIX E

Participants' Reactions to the Motivational Procedures Module

1. Good to review techniques.
2. Excellent, but overload.
3. This was most interesting to me. I am particularly interested in goals, feedback, tutoring etc. for behavior motivation.
4. One of the best modules thus far presented.
5. Include slides showing older kids. As a secondary teacher I am really sick and tired of looking at little kids.
6. Paced well.
7. This tape/slide presentation really hit on a problem I wanted to think and learn about.
8. Correct the spelling for activities in your slides!
9. Felt this to be one of the best shown.
10. For me this presentation was the most informative, clearly-stated that I have yet seen. I am interested in learning about the additional motivational procedures suggested in the manual which accompanies the presentation.
11. Excellent!
12. The music certainly should be changed from module to module. It's getting too common.
13. Could slow down on lists.
14. The best slide-cassette presentation so far!
15. I enjoyed the manner in which this module was presented.
16. One of the better modules. I particularly liked the visual of "Bonnie Prince Charlie" and his model!
17. Change the music and narrator!
18. I enjoyed the module.
19. One of the best ones so far.
20. Use of film as well as module was good.
21. The best set so far.

APPENDIX F

Participants' Reactions to IGM Book and Films

I. Motivating Children to Read Independently

1. The introduction to conferences followed by examples of such is very helpful in determining a method for setting up such in my own classroom. It offers a workable solution that has been tried and found beneficial. The tables included in the chapter give exact if not easily adaptable ideas for assessing pupil improvement. I enjoyed reading this because I can put it to use.

2. I found Chapter 2 to be most instructional and helpful. The ideas suggested seem to be a healthier solution to the dreaded, written book report syndrome.

3. I enjoyed reading this chapter in Motivating Children to Read Independently, however, many of the procedures seem so idealistic.

4. This chapter was much easier to read and understand. I thought the material was helpful, interesting and easy to follow the trend of thought. Using examples helped to clearify the process used in this type of motivation. The self assessment exercise helped me to apply the information from the chapter.

5. The chapter did provide an answer, that of asking the parents cooperation in reading to their children. This gives me the opportunity to hold conferences with each child, helping him find a book of his choice and allowing him to share it with me later.

6. As a Senior High instructor I approached the article with some reservation, however I must readily admit its relevancy and possible adaptive potential. Many of the ideas could be modified and implimented. I have some reservation in this type of program per se for High School students. First tragically it would seem too late, second those with the greater need do have an insurmountable hardened attitude and thirdly because of past failures I fear their lack of cooperation.

7. We do not have aids here, nor are we likely to get them in the near future, if ever. The only possible class situation would be the teacher in a corner of the room with the other kids raising the devil or creating too much noise for thoughtful conversation, nor could an average teacher possibly have the time for a 15 minute weekly conference.

8. The chapter has some good ideas for a perfect class or school situation. Since we have no teachers' aides and a money situation, the proposals are not practical for my use.

9. I feel the program outlined in this unit has its good and bad points.

   Pros:
   1. Program provides feedback to students which will increase motivational attitude of the child.
   2. Provides for and encourages independent reading.
   3. The program is based on or directed towards meeting the child's interests.
   4. It is based on a one to one relationship between teacher and student.
   5. Provides for a model for students to follow and self evaluation.

   Cons:
   1. I did not read anything about a follow up study on the students concerning whether or not the students continued reading on a higher level and more often after leaving the program. I feel this should be included in the program.
   2. As everyone knows money is an important factor here. Our school was going to give up the reading program for this reason but at the last minute "found" some. How much does it cost to set up a school wide program of this nature that would help all students with a reading problem?
   3. Related to my last statement--I don't feel one teacher could meet with to many students under this program and still do an adequate job.

10. Chapter 2 on Reading Conferences is consistent with this general observation. To be most effective, the adult leader (the teacher) must have adequate knowledge of how to best utilize the confrence time. I can find no reason to question the basic soundness of an approach utilizing Goal Setting, Feedback, Modeling, etc. The evidence to support the validity of such an approach is firmly established. The Chapter does, however, ignore some practical aspects of the problem. If a student is having difficulty, the basic solution is simple: spend enough time working with that student and eventually the difficulty will be mastered. I identify these basic limitations to such an approach.

1. Availability of adequate time for the teacher to give each student this type of one-to-one attention.

2. Cost factors: Money for teacher aids must compete with requests for increased A-V materials, Educational Television, teacher salaries, more psychological services, etc.

3. Free help, especially from parents, women in the community, the retired, etc. can sometimes be an answer. Disadvantages could include large potential turn-over, opposition from teacher's unions, and effects of women's liberation.

11. I feel that having children read independently will hopefully arouse their interest toward program reading.

12. The reading conference is certainly a fine way of promoting "fun reading." All children enjoy "rapping" with the teacher or an aid (whether he be an adult or high school student).

13. I think that having the adult-child Reading Conferences are great for motivating children to read more books independently. I believe that this one to one relationship with an adult does encourage the child to want to read more. Having the teacher's undivided attention for a fifteen minute period is very rare in the classroom. I would love to have Reading conferences in my room as I am sure the children would want this fifteen minute period with me to share their book report.

14. I felt that the ideas presented in this reading were very good and I was especially pleased that I could adapt many of the suggestions to the first grade level.

15. The majority of my parents are concerned about their children and want very much to assist in their learning. What better way than to work out reading conferences by encouraging parents to read to their children and have my aide familiarize herself with the books available to have conferences with the children? I am convinced that children need to become interested in reading to become good readers. By reading to them books of their choice and interest, they should become motivated to learn more about the reading process. I found the suggestions and techniques given concerning the aide, teacher, and student very valuable for setting up my program.

16. Our school is initiating a volunteer program in which people of the community come to school each week to help children. This IGM program with individual adult-child reading conferences would be a good activity in which these volunteers could help. I was especially interested in Wisconsin's

elem. school program going into kdgn. level with the reading by having a Storybook Lady. The check lists and suggestions at the end of chapter will be helpful to all who undertake this program--teachers or adult aides.

17. I found the article extremely helpful and enlightening. I was especially impressed with the goal setting motivational principle applied in conferences. It is extremely rewarded to set a goal and achieve it--many times we overlook this principle with children. The checklists are an excellent source, I'm sure I can use them as a model. I especially enjoyed the excerpts from conferences--I was able to get a clearer picture of an actual conference. The article showed me some ways I can improve my present system of independent reading and it reinforced some methods I am using. Parents can furnish helpful information--good idea. I would have liked more information on motivating a student who doesn't respond to motivational procedures presented.

18. After reading this paper and seeing the last movie, I feel that reading conferences with each child are a good and useful idea. The motivation a child can get from these conferences is unlimited. Almost any child will read something that he is very interested in. The only problem is that I am in the primary area and I don't feel as though their is enough given in that area. The idea of having the parents read to the children and coming in and discussing it is fine but where does the teacher find the time? I can see using an aid to help but the teacher should be the one the child talks with. When speaking about the objectives to be reached it should be the teacher and child setting them, not the child and someone else. I am also under the impression that the goals to be set are a joint effort between the child and teacher. I don't feel as though a first grader can set his own goals. I think maybe that a possible solution might be to use small groups instead of individual conferences.

19. As I am presently teaching first grade, I had the urge to ignor what this program could do for me as my students are not "reading" yet. But after reading the article, I became aware of the primary objective of a reading conference which is to motivate the child to read beyond their school work or what they are required to read. The program begun by the El. School in Port Edwards, Wis. involving parents reading to their children would be an excellent means of creating motivation for reading in younger children.

20. Ah, here is something I can put to immediate use to upgrade the situation in my own classroom.

21. As a high school English teacher I can foresee many benefits from an enjoyable reading program. The program, as it stands, is not designed for high school. Motivational techniques would have to differ and I could not see student-teacher conferences being accepted. I do see a need for all teachers to stimulate reading interest in some way. This can be done indirectly by displaying books or having books available especially during study halls. I have considered spending one day every week or two weeks as a reading day and letting my students use class time to read for pleasure. Many of my students are average or below average readers and most of them are poor writers. Reading helps to increase grammatical proficiency. The chapter was interesting and informative.

22. Paper #2, "Motivating Children to Read Independently," helped to clarify my conception of some of the motivational terms which we have been discussing. As a home economics teacher, I have relatively few reading problems.

23. These same basic steps could apply to any pupil interview or even classroom procedures and this I found to be of value. However as the techniques were applied, it was done at the elementary level so the role-playing situations and examples were out of my line.

24. This seems to be an excellent approach towards motivating children to read independently.

25. It's most difficult to confine my reaction to this chapter to the chapter alone as I have had some experience in trying to initiate an Individualized Reading program during my five years as a third and fourth grade teacher. Had I had all the information in this chapter--the well-defined objectives, procedures charts and checklists perhaps my own experience would not have been so disastrous.

26. As a teacher of English and reading, I found this chapter particularly interesting. I have used the individual conference approach to reading before and will add that it works! The conferences I have had have been less formal than these and I did get some new ideas from the reading which I am going to try with a British Literature class. The question instruments and record sheets, etc. were helpful.

27. The material is more appropriate for elementary grades where this attention is needed. However, it should be a continuous learning situation. Correlations with all subjects in Junior High is one way of accomplishing this.

28. I found these suggestions for reading conferences to be particularly useful to me. I've used reading conferences in the classroom and have found them to be an effective means of teaching reading. If I were to incorporate many of these suggestions into my program, I'm sure the reading conferences would be even more effective. The suggestions I found to be most useful were using an aid, those dealing with record keeping and with conference conditions, and using conferences with lower-ability children.

29. The suggestions in the chapter seem more applicable to older children who have had some reading experience.

30. Having taught the lowest reading group in the fourth grade for two years, I discovered I had been using a great many of these motivational procedures.

31. This chapter seems to be a well thought out guide for individual conferences on Reading. Each of the ideas expressed seem to be structurally sound. I am sure that the individual attention such as a child might receive from these conferences could only inspire him to greater achievements. The largest obstacle I would have before implementation of this program would be time. No aid is available, although adult help from outside the school might be a possibility.

32. The material presented in chapter two provides the basis of implementation for the example provided for us in the slide presentation. The explanation concerning modeling, feedback, goal setting and reinforcing were clear and helpful. However, I believe the most valuable discussions for my purpose were those for setting conferencing conditions.

33. I feel one problem with the ideas in this chapter is finding the time needed. Time is needed for individual conferences, selecting books for students to choose from, and for planning. Also, in my school, I would have to find time when classes were not going in the library, to be able to allow the students to go in and choose books.

34. After reading this chapter I feel I understand more about the motivational principles of modeling, goal setting, providing feedback and reinforcing. A couple of the tables set up for guidelines for conducting the conferences I found very helpful.

35. The motivational procedure suggested in this article seems to be less practical that others that have been suggested thus far. This procedure has only limited use at my first grade level and even less practibility in my self-contained, traditional school setting. On a very revised basis I could use my aide

during my half hour allotment per week to conduct some conferences with children that are already reading. These children are not low motivated and are reading to other children in the class. For my level and situation I prefer the cross-grade tutoring which is working quite effectively. I do feel however that this could be a highly motivational procedure when used in a condusive situation.

36. The procedures for setting up the beginning conference and the following ones are clearly indicated, as are the suggestions for selection of pupils to be involved. The checklists provided were very useful in helping set up such a program in my room. They will be used at each conference by a leader, other than myself. In this way we will be able to know each child's progress by reviewing and discussing the checklists. I feel they are essential, since the teacher will be supervising the conferences rather than acting as leader. I was very interested in the excerpts from the conferences. It gave some ideas as to what should be said and what some of the reactions would be from children at different age levels. I am looking forward to some very positive results from this means of motivating reading.

37. A conference for independent reading should be very easy to set up. One might even use a volunteer parent. The most serious point to be considered is the selection of materials. The child should be known by adult and interest level determined early. A classroom teacher could find this on past records. A teacher could easily work this into a reading program. Holding 3 or 4 conferences with those who have needs and then continuing to those who need to expand interests and finally include all students.

38. The guidelines for conducting conferences are useful in that they can keep the conferences uniform and objective and the child will know what to expect.

39. Since I am a high school teacher, I do not believe this chapter has much relevance to my actual classroom instruction.

II. Goal Setting Conferences

1. After having completed an individualized reading program in my 4th grade I find this chapter exceptionally pointed.

2. Many of the examples of goal setting check lists were for elementary reading and math and therefore not specifically useful to me although they could serve as models for me to make my own in the area of secondary English and reading. Are there any available already printed which might be appropriate? I found the self-assessment sheet helpful and I will continue to use it periodically. Reading seems to be stress a great deal by these Wisconsin R & D people, do they have any checklists that can be used with children in evaluating student use of other media such as filmstrips cassettes, etc.?

3. Chapter #3, "Goal Setting Conference," was quite informative in regard to leading students in goal-setting endeavors. In a high school, I feel that independent projects could be handled in a manner similar to the method outlined in the paper.

4. I am not looking for ways to add to my load of correcting and planning. I am interested in seeing a change in attitude in these students and hope techniques will be found as the course moves along that will increase my efficacy so that I can try out some of these new ideas.

5. As I react to these chapters I have pointed out those things that I feel would be a problem for me. I do wish to state that most of what I read and here is beneficial and works in the classroom.

6. The article helped me evaluate some of my teaching methods--do my students see a goal when an assignment is given?

7. I felt that Chapter Three offered some good suggestions for individual motivation. The only problem that I foresee is one probably common to all, and that is time. How can a teacher find time to schedule and plan individual conferences, in addition to preparing activities to meet the student's established goals? The ideas are excellent and concrete, but a little unrealistic in limited school districts.

8. I found the chapter on goal-setting conferences most informative and highly interesting.

9. I thought this article on Goal Setting Conferences was very informative and gave me a better insight on how to conduct a goal-setting conference. It was very detailed and gave excellent checklists. It appears that goal-setting conferences would be more beneficial for older children. Much time can be saved by grouping, since time is a key factor in fulfilling each child's needs.

10. I felt the beginning of the chapter was repetitious. I do like the way the book explains in detail every step in goal setting conferences. Anyone using this method to motivate students can eliminate some of the trial and error by following suggestions in the book. The teacher assesses the student's progress and her own as well. Table 3.1 and 3.5 are so similar, it would be easier to work with if they could be combined or Table 3.5 could be shortened by using key phrases. I found the results of the research represented in Figure 3.1 very interesting. Also, I liked the self assessment exercise and suggested activities. It gives the reader an opportunity to check his comprehension of the chapter.

11. On the whole, I feel that goal setting conferences can be very benefital to students when conducted in the prescribed manner.

12. I can easily see how an activity such as this would increase productivity, success and feelings of self-advancement. I do feel very strongly that this type of activity would be more successful at an upper level. I tend to feel that the very young elementary child is not capable of choosing his own goals and mastering them, not on the basis that they are not mentally capable of the task but rather that they are not mature enough to accept the responsibility.

13. There has always been one thing that has always bothered me about developing goal-setting skills for children especially slow learners. Medical Research tells us goal-oriented people die earlier from heart attacks while those more non-directed people lack goal orientation and live longer. There has been no long range research in this area to see if those children not goal oriented by their environment, if they were trained to be, would it affect them and how?

14. Great idea! However, once again time is a major factor.

15. As I stated previously though the idea is terrific. The Chapter though I feel is misleading to the undergrad in that it does not present the cons and how to overcome them.

16. In summation I would say the article contained much food for thought but primarily impractical for my adaptation.

17. I feel goal setting would be very valuable, but once again I am faced with the factor of time. I teach English to all 4 fifth grades at 30-35 minute intervals in the morning. There are approx. 100 students. There are some students, I feel, that would be able to master this type of approach very well, but then again there are others, I feel, that would need constant pushing to get them done, although on the other hand it may give those with a poor self-image a feeling of accomplishment and help them to achieve m re in other work.

18. In Chapter Three, the program, for me personally, is unrealistic. Time limits, physical aspects of the school and the lack of aides makes 10 minute conferences with 120 students per week impossible. There are many vital points to be carefully considered in this paper but the practicality at present is debatable.

19. The emphasis on motivational principles are important in goal setting--as in other areas. The suggested checklists help us to make our own in areas needed.

20. These goal setting conferences can also be used with the better students in our classes. Instead of holding them back we can use these conferences to let them go on at their own speeds. And as pointed out all children should set realistic goals. I feel that this is one of the most important things in goal setting.

21. I also believe that additional help would be needed to be a success at these goal conferences--aides, volunteers, etc.

22. The article is well-written and I find it fascinating to see how the motivational procedures of focusing attention, goal setting, reinforcement and feedback are put into use to promote achievement in various subject matter skills.

23. In my evaluations of Chapters 1 and 2, I have commented that while I felt that many good points were made my immediate reaction was that too much was of too little value to the secondary teacher. These ideas set forth on goal setting seem to be something that I can and probably should be using. Again, as with Chapters 1 and 2, the orientation is directed to the primary grades, but I feel I could easily make modifications to work these methods into the secondary classroom. The big problem is time. The secondary teacher works with many more pupils (I have about 125 per day) and is with them for a relatively short period of time. I feel, however, that with some modifications that I could make some effective uses of goal setting in my classroom.

24. The ideals and procedures of individual goal setting conferences seem highly desirable, especially the advise that the child should never be made to feel pressured or threatened. Perhaps this kind of advise should temper the educators who constantly challenge the teacher to "do it right." Perhaps feedback is needed, praise and encouragement for the teacher who attempts to cope with the rapid changes in curriculum alone. Perhaps in a new atmosphere educational programs would be more willingly explored in the schools by the staff.

25. The chapter surely raised a lot of questions in my mind, and made me aware of possibilities. When Mary Quilling was at Fredonia, she was so enthusiastic about the Wisconsin (WDRSD) that I thought I could go back to school and use some of her suggestions even tho we didn't use their instructional materials. I'm afraid my accomplishments were very few and I lacked needed encouragement from school personnel. All of these programs have merit but require planning, help from other school personnel and concentrated effort on the teacher's part.

26. This chapter like the others is full of many good ideas. The procedures, tables and checklists are most complete and could be used by a classroom teacher in Reading and Math classes where most teachers do try to individualize instruction.

27. I feel the encouragement of goal-setting is an excellent idea to foster at an early age. I've found in teaching older students, many of them have a fear of choice making, or decisions of any kind in regard to class work because they have been conditioned for a long time to follow specific instructions where everything was explained to as to procedure and outcome. Few have ever been allowed or encouraged to think independently concerning their values, thoughts, frame of reference toward various subject matter.

28. So far, I think I've gotten the most out of this article. Careful planning is extremely important in the matter of setting up conferences. As far as setting goals and having the child go home to discuss them with their family and friends--I don't think many parents care that much about Phys. Ed.

29. I thought the reading about the goal setting conferences was useful. It focused in on the growing need for teacher-student exchanges. This is beneficial because a teacher can get to know his student more personally and the student will get some kind of reenforcement from the teacher. In a formalized classroom situation, especially on the junior high school, it is often very easy to forget the problem learner and instead work with the better student.

30. I do feel it is extremely important for the child to set his own goals as he then sees a purpose for doing a particular task rather than trying to fulfill the teacher's goals. I would like to try the many suggestions if I had more time and fewer children.

31. But with the systematized approach and suggestions of this chapter I believe we can upgrade both our efficiency and effectiveness in motivating children to read independently. As part of my project I anticipate holding 2-3 training sessions with my aide, revising and updating record sheets, taping one or more interviews with children and generally setting in motion a renewed independent reading program. In addition I intend, also, to set up similar worksheets and checklists for arithmetic which I must handle without assistance from an aide. I see, uncontroversially, need for goal setting in this area, especially for those whose academic needs are greatest.

32. This chapter is pertinent to individualized instruction and is relevant to subject matter taught in secondary classes.

33. Although, as this article suggests, goal setting conferences are more easily implemented in schools working toward individualizing, I do feel that need not be a prerequisit. It would of course be a process of individualizing, using the open concept and team teaching but all children need goals, feedback and reinforcement. Therefore in any classroom situation a teacher should be an agent of this process by helping children to set realistic goals and the opportunity to achieve them.

34. This chapter included some very worthwhile material for language arts. Using such conferences, would enable the teacher to keep a close check on the child's accomplishments and needs. In particular, it would offer some constructive means for parents to use and work on, in the home situation. Many times, the child that is having trouble, needs just such an activity to provide initiative and motivation.

35. This chapter, I find, smashes right on the button of some of the ideas and attempts I have been making with my math class of late. This is the first time I have read anything towards individualizing instruction that mentioned situations similar to what I am up against in my home school. (For example P. 4 page 44) Another comment I have begun to find painfully true is the sentence on page 42 P 2--"The conferences should probably not be attempted in a school that is not individualizing instruction because they will frustrate both children and the teachers." I have already begun to prove this true.

36. I like the idea of goal setting set forth in this chapter.

37. The ideas given in this chapter for establishing conferences are practical and useful.

38. Goal setting conferences could be an initial step in structuring your class for individualizing instruction. I disagree with the statement that conferences should not be attempted in a school that is not oriented in this type of program. The checklists and planning guides given in this chapter could be a valuable asset in initiating and assessing goal setting conferences. I think that having an individual progress folder for each child would be an objective way of determining the gains being made.

39. It is stated clearly that goal setting conferences should not be used in a school that is not using individualized instruction because it will frustrate the students and the teacher.

III. Guiding Children as Tutors

1. One of the opening comments I made in reaction to Chapter 3 was that here at last was an idea that I could incorporate into my secondary teaching on a practical basis. I regard using child tutors as another worthwhile idea.

2. Obviously a well organized tutoring system is needed to meet success--I would like to see it developed. I enjoyed reading the tutoring procedures--sheds a new light on peer relationships.

3. As in all the chapters--chapter four is well written, most complete--almost too complete. As for practicability I can only speak with what little experience I have had in using this approach with a few students. In those subjects where a special skill or fact could be learned by repetition and where a pre and post test could be given to show growth with a minimum of record keeping--the program could be quite successful. The difficult part would be how to choose the tutee. It is not always the under-achiever that would gain and grow as a person from such a tutorial program.

4. This unit goes along with the behavioral thinking found throughout the motivational course. The tutoring as outlined by the unit would be very effective.

5. I feel tutors from the upper grades could be an asset in any room.

6. I liked the idea of a tutoring program long before I read chapter 4. However, there was never any workable plan to follow until now.

7. During "Open House" the parents I had occasion to talk with were in favor of peer tutoring as they seemed to be grateful for any help their child could obtain. This chapter content is applicable to secondary grades.

8. The activities involved in tutoring sessions, if properly planned, can lead to social growth and responsibility on the part of the tutor, as well as cognitive growth for the tutee. The plan presented in chapter 4 is certainly explicit enough to facilitate implementation and flexible enough for any school situation.

9. Tutoring would be an excellent addition to any school. One question that arises is the use of tutoring among high school students. Would high school students volunteer to be tutees if they need the help? It would defeat the purpose if the teacher made tutoring mandatory. As a whole, tutoring offers many possibilities that should be explored.

10. Again, I have one hundred thirty five students each day. It would be difficult to organize a program of this type by myself. On a junior high basis alone I think I could do this with many of my students that do need help and I feel it is worthwhile to give consideration.

11. I feel that this chapter certainly presents many positive points about tutoring. I feel that there a few negative qualities about the program--but very few.

12. I feel I can strengthen the informal program by adopting many of the ideas presented in the packet such as setting up assessment checklists and objectives.

13. The article, Guiding Children as Tutors, has gone full circle. Earlier chapters were highly idealisic. Chapter four is a practical realistic approach that can be implemented fairly successfully. As I reviewed the article I was constantly reminded of the one room school scene--each one helping each other.

14. It seems to me that much more could be done in a tutoring program and as the article points out, would benefit both parties.

15. As I read this chapter I immediately thought of two of my students who might benefit from this type of experience.

16. Through their rather limited experience with the elementary school students, the high school class participants voiced a favorable attitude toward the tutoring concept activity. When polled on the topic, the students responded that more time should be devoted to a tutoring system. They felt that both parties (both tutor and tutee) benefited greatly from the experience.

17. This chapter on guiding children as tutors is an area of much interest to me. As I work with primary children, I am finding more and more the necessity for extra tutoring help. To involve other students in this area is a very exciting concept to me and I plan to implement this procedure in my classroom.

18. I do not feel that students must tutor only those younger than themselves. Why shouldn't a student who is proficient in a particular skill tutor one of the same or different age.

19. The tutoring guide will serve as a steady systematic guide for all my tutors in the future.

20. The training program for tutors seems well planned and essential if the program would work at all.

21. I have set aside time in my class reading group for the tutors to read part I of Tutoring Can Be Fun.

22. This paper was especially relevant because I had tried cross grade tutoring last year and found it quite difficult. It consumed much time in preparation for each tutor and became so burdensome I had to abandon the project.

23. The basic point against the implementation in our school would be that tight structuring of classes and schedule conflicts would provide a massive blockade to a general effort. It is quite conceivable, however, that individual teachers might be able to work out a system.

24. I feel that using children as tutors is extremely practical in the classroom situation.

25. I felt this chapter was exceptionally useful. The idea of using children as tutors for other children would be extremely beneficial to all parties involved. Tutoring would give the tutor a sense of importance which would probably motivate him to further pursue his knowledge. The tutee would also benefit greatly. Lastly, the teacher would benefit. I had attempted some tutoring on a scattered and limited basis and was quite impressed as to how it turned out. It can be a marvelous educational opportunity for all.

26. The only negative attitude I have towards this tutoring program is that it seemed very detailed. I am in doubt whether even older children can fulfill the objectives of tutoring described in this chapter.

27. The idea of tutoring is great, but there is not enough cooperation here to accomplish this on a building level. I can use some of the ideas within my own classroom of young EMR children. One child who can read can direct four of the children in a one to one relationship on a word review skill. He can be shown how to use reinforcement, and I can plan simple activities with him.

28. I can forsee some drawbacks, i.e. the time involved in developing such a program, parental objections, administrative objections, etc. However, I think the advantages of a tutoring program are far greater than the disadvantages. Not only would the child being tutored benefit. The child doing the tutoring would also benefit.

29. Interesting chapter and I am glad to have a copy of "Tutoring Can Be Fun".

30. The materials presented to us through the Motivational Workshop are of value once again to the process of systematizing and upgrading present practices among those of us who are working toward greater individualizing of instruction. As the program spreads we'll have access to practices and procedures absolutely necessary to system-wide implementation.

31. This chapter is very thorough in presenting types of tutoring, objectives, qualifications of tutors, procedures, preparation and evaluation by teacher.

32. Many of the ideas presented in this chapter are very good. However, it would take a great deal of cooperation between teachers of tutors and tutees. I am aware of a situation where this tutoring program is being tried. It is a very ambitious program for any teacher and nearly impossible without a great deal of cooperation between teachers involved and teachers and administration.

33. This particular paper was extremely interesting and relevant to me. I have just begun using the assistance of fifth graders as tutors for those children who are having difficulty especially in the area of reading.

34. Often times it is harder for a student to relate to his teacher than to someone nearer his own age. I feel that this type of tutoring may help build up the child's confidence on both parts. I also feel that it is extremely important the two people involved are able to work together and that they both show similar interests.

35. I have found that several problems have been resolved through peer help. So often the children can understand each other better than they can understand me. It works! I am all for peer tutors.

36. It will help having a copy of the book, "Tutoring Can Be Fun."

37. I'm most happy to have the copy of Tutoring Can Be Fun for it's very practical and contains almost step by step preparation for teacher-tutor, and tutee. It also contains check-sheets.

38. The motivational principles applied in tutoring were well worth reading and applying. The Guidelines for Tutoring with Self-Assessment Checklist was very good and I would like to use it with future tutors. The section on selecting and matching tutors and tutees was very significant. I have found it best to match two children of the same sex when possible. The tutors are chosen by the sixth grade teacher who abides by freedom of choice, ability, and interest. Another important aspect was informing parents. I think if done correctly, it does alleviate much misunderstanding.

39. The information contained in this chapter would be valuable to students or parents who wish to aid friends or family as a supplement to school program.

40. On the upper levels, the concept is more difficult to carry out mainly because of student load and lack of aides of any sort. Where aides are a regular part of the school program and could help the teacher in setting-up and overseeing the tutoring program it would prove to be a definite benefit to learning, and the learning environment.

41. I found the article an excellent aide for explaining how to tutor to a child. It provides ample explanation and exercises to insure comprehension by the child.

42. I enjoyed reading this copy of Tutoring Can Be Fun. I thought each part of Section I was ideal because of its brief but informative information & examples of its carry through. The checklists were excellent and gave me incite into ques. and exercises which I myself can use for reference. Section 2 was equally informative. We are all faced with similar problems and many of the answers are to my advantage because each person has his own individual way of solving problems. If they were to read about different methods which might aid them, it might facilitate their problem.

43. The procedures suggested in Chapter 4 would be very helpful to a teacher or teachers contemplating this type of program.

44. I think tutoring is a very useful thing for the teacher, tutor and tutee. For the teacher, it frees him from some of the problems, i.e., he doesn't have to hold the whole class back because of 1 or 2 children. That child can work with a tutor and he can get the extra help he needs. It helps the tutor because it can give him a feeling of confidence. In my room I use peer level tutoring, a high school girl tutors, and I have 2 parents who come in to work with children who need help.

IV. Children Become Increasingly Self-Directive

1. This motivational procedure, I feel, is ideally suited to early education--the primary area. The steps in this chapter are outlined well.

2. This chapter is useful and practical in seventh grade. Because of the time element a formal approach is difficult.

3. It would be impractical for me to spend the weekly 20 minute periods trying this particular group process. There are too many students, and some students are going thru a transitional stage where they feel it is childish to openly discuss their feelings. This chapter suggested a type of open-ending questioning that probably would work.

4. I feel that a conference to promote prosocial behavior is a very good idea. Not only can they be used for individuals who are having problems but I think they can be used for whole groups problems. Small groups can discuss large problems and come up with various suggestions to remedy them.

5. Prosocial conferences would be great if there was enough time to meet.

6. I feel that this particular type of interaction might prove beneficial as "fill-ins" with youngsters--especially those that might need the extra feeling of belonging to a closely knit group.

7. The articles do an excellent job of teaching how to conduct such a conference and certainly show how step by step.

8. I think Chapter 5 contains an exceptionally large amount of excellent materials and ideas. Since discipline seems to be a problem for me, group conferences on pro-social behavior could be an answer to a student awareness of the problem. Students would be held responsible for rules that they developed. This would take away some of that stern, authoritative and negative images of a teacher. I feel small and even large group conferences could be most beneficial to the classroom and school wide environment.

9. I found Section B and C of table I more relevant to my 1st grade level of Special Education since they are very neglectful of property & have a poor relationship with their peers.

10. This chapter follows along logically with the other chapters. The basic techniques are the same with the result being children with greater self-directive behavior.

11. These sessions are time consuming on the high-school level. I feel that prosocial behavior, manners, etc., should be "nipped in the bud" in the elementary grades. Students should realize the type of behavior expected of them by the time they are juniors and seniors in high school. They should be more self-directed by the time and should merely be aided in preparing themselves for the world beyond high school.

12. I strongly feel that a program such as the one described must begin in the elementary so that the students are used to this type of regulation. I cannot fathom discussing goals for behavior with 10th graders using the methods described.

13. This article gives a crucial challenge and some attractive possibilities.

14. I am still questioning the feasibility of using this type of activity in the primary-grade levels. I think the lack of time on the part of the teacher has a great deal to do with this feeling. I'm not sure that I have the time or the place to hold the conferences necessary to set the goals. I do, however, believe that it can work in the upper elementary grades.

15. Children need specific guidelines as to acceptable classroom behavior and acceptable interaction among themselves.

16. Small-group conferences are an ideal way of reaching the children's likes, dislikes and in general a way of a release valve to the problems he may or may not have.

17. I must admit that as I read this last presentation I found that I felt more and more discouraged at the overwhelming task of the record keeping and increased amount of preparation necessary to carry out this kind of small-group conference.

18. In summary I feel it might be a good program on the elementary level but as a whole it would not work on the upper levels of education. Also I am going to use some of those ideas (reinforcement, responsibility to others) in my own classes (8th grade).

19. This to me has been the key chapter so far. Many of the other areas would solve themselves if the child becomes more self-directive.

20. Next to impossible to implement.

21. Several years ago in our high school we had "peer" group meetings. Some were very successful and others were not. The degree of success reached depended on many of the points brought out in this chapter.

22. I found chapter five particularly interesting and informative. Prosocial behavior on a school-wide basis is not an achievable goal at this time, but promoting prosocial behavior within the classroom is a goal we could manage.

23. It also made me aware of reinforcing good behavior all the time.

24. Encouraging pro-social behavior I feel, which I have seen lately is an important need in my classroom.

25. I agree with and appreciate the point made that the conferences cannot be randomly established--planning and time is necessary. I like the directness between teacher and pupil; it must promote, on the part of the student, a feeling of individuality and self-esteem.

26. There is a commercial kit (DUSO) put out by American Guidance which deals with several aspects of prosocial behavior extremely effectively.

27. This reading and the movie shown in class illustrate that when a child is encouraged to develop pro social behavior, he will function better as a student. The student will be proud of his own accomplishments and will not need the total envolvement of the teacher.

28. I have the strong feeling that some of the ideas I picked up from Chapter 5 may be the most valuable material that I will get from this course. This chapter has given me some needed guidelines on finding solutions to what has been one of my main concerns in teaching the past few years.

29. From my viewpoint, the chapter is idealistic--I agree that even in first grade we can identify our problems and set goals about behavior. However, I feel there is constant need of teacher direction, and with no adult present, they revert to old behavior patterns.

30. I feel the entire article was most enlightening and would encourage others to read it.

31. The pattern of this chapter, as in past chapters, provides so many helps for implementing the conferences.

32. I have tried conferences with four boys who have specific behavior which disrupts the class. So far the results have been very positive with all four boys.

33. I think in my school as in many, I'm sure, the children would benefit greatly from conferences used to promote prosocial behavior.

34. The suggestions and guidelines given for setting up and conducting conferences are practical. I'm sure I would be able to conduct successful conferences by following these guidelines.

35. This was a very interesting chapter. I agree with almost everything the chapter says. I feel that having children think about how they behave, why, and the consequences is an important step toward prosocial behavior. Children will follow ideas and rules that they have made much more willingly and more completely, than those that are dictated to them.

36. I agree that the methods used in small group conferences are instrumental in the development of prosocial behavior. The biggest thing wrong with such a program in our school would be the difficulty in scheduling.

37. Small group of students would be more successful at formulating rules than large groups.

38. I do consider this particular procedure more adaptable for older children yet useful to a degree for lower primary. Most children are talked to, rather than talked with. This in itself would be benefical for all grade levels.

39. The ideas and procedures for these conferences are useful. The only drawback is that group and individual conferences do take valuable class time.

40. The weekly small group conferences offer a way to deal with your own classroom, however, I prefer making this a school wide project with a committee of teachers and students developing the objectives, at least at first.

41. Goal-setting conferences are a definite part of their schooling designed to make the children self-directive.

42. The article did stress the need for positive teacher statements, acceptance of students ideas, and positive reinforcement. I believe these kinds of teacher "talk" however, should be employed in daily tasks of every nature. They are an essential ingredient to successful rapport.